DOCUMENT RESUME

ED 462 005 FL 027 155

| | |
|---|---|
| AUTHOR | Goranson, Donald G., Jr., Ed.; Howland, Marsha J., Ed. |
| TITLE | A Guide to K-12 Program Development in World Languages. |
| INSTITUTION | Connecticut State Board of Education, Hartford. |
| SPONS AGENCY | Department of Education, Washington, DC. |
| PUB DATE | 1999-00-00 |
| NOTE | 277p.; Funded by the Foreign Language Assistant Program. |
| PUB TYPE | Guides - Non-Classroom (055) |
| EDRS PRICE | MF01/PC12 Plus Postage. |
| DESCRIPTORS | Academic Standards; *Curriculum Development; Diversity (Student); Elementary Secondary Education; Learning Activities; Program Development; Program Evaluation; Program Implementation; *Second Language Instruction; *Second Language Programs |
| IDENTIFIERS | Connecticut |

ABSTRACT

This guide provides a road map for Connecticut school districts as they develop and implement a world languages program appropriate for the 21st century. It describes what students should know and be able to do at various grade levels and stages of language learning. The five chapters include the following: (1) "Introduction" (overview of the guide); (2) "Core Curriculum Content" (e.g., program goals, K-12 content standards, performance standards, illustrative learning activities, prototype assessments, and suggestions for modifications of activities); (3) "Implementing the Curriculum" (e.g., instructional materials, time, technology, and connections; professional development, interaction, supervision, and evaluation; student assessment and support; grouping and tracking; and articulation and alignment); (4) "Developing a District Curriculum" (key components of curriculum development, the curriculum development process, and statements of philosophy); and (5) "Critical Issues" (e.g., the gap between expectations and investment, proficiency-based expectations, parents and the community as partners, supportive school environments, equity and diversity, scheduling, articulation, and the new world languages learner). Six appendixes include referenced documents, additional resources, selected Connecticut data, frequently asked questions, a glossary, and "A Case for Foreign Languages: The Glastonbury Language Program" (Christine Brown). (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 462 005

# World Languages

Connecticut
CLASS RULES 授業の規則
一 よく聞いて下さい。
二 質問があったら手を上げて下さい。
三 他の生徒に触らないで下さい。
四 日本語で話して下さい。
Conne

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

## A Guide to K-12 Program Development

BEST COPY AVAILABLE

State of Connecticut
State Board of Education 1999

FL 026 155

## State of Connecticut

John G. Rowland, Governor

## State Board of Education

Craig E. Toensing, Chairperson
Janet M. Finneran, Vice Chairperson
Amparo Adib-Samii
Beverly P. Greenberg
Michael Helfgott
Daniel G. Kruger
Terri L. Masters
Timothy J. McDonald
Danielle Robles
Allan B. Taylor
Annika L. Warren

Valerie F. Lewis (ex officio)
Acting Commissioner of Higher Education

Theodore S. Sergi
Commissioner of Education

# A GUIDE TO K–12 PROGRAM DEVELOPMENT IN WORLD LANGUAGES

Photos inside this guide were taken by Mark Gaier at
- Wethersfield High School and
- Maloney Interdistrict Magnet School in Waterbury.

Cover by GraphCom

Photos on cover (except center photo) were taken by Mary Ann M. Hansen at
- State Latin Day (students from Enfield's Enrico Fermi High School);
- Spring Glen School in Hamden; and
- Maloney Interdistrict Magnet School in Waterbury.

Development of the Connecticut *Guide to K-12 Program Development in World Languages* was funded in part by the United States Department of Education's Foreign Language Assistant Program.

# CONTENTS

Preface
Acquisition Of Languages By All Students
Acknowledgments
Introduction

**Chapter 1: Introduction – 1**

Purpose Of *A Guide To K-12 Program Development In World Languages*
Development Of This Guide
Definition Of Content Domain: Rationale
Philosophy
The Nature Of Learning And Teaching
The Nature Of Curriculum
The Role Of Assessment
Relationship Of The Guide To The Common Core Of Learning
Critical Directions For Change
Organization Of The Curriculum Guide
Technology
Conclusion

**Chapter 2: Core Curriculum Content – 7**

The Vision
Organization Of Chapter
Program Goals
K-12 Content Standards
Performance Standards
Illustrative Learning Activities
Prototype Assessments
Exemplars Of Student Work
Suggestions For Modifications Of Activities
Learning Activities Index

**Chapter 3: Implementing The Curriculum – 145**

**PROGRAM DELIVERY STANDARDS FOR IMPLEMENTING A HIGH-PERFORMANCE PROGRAM**
Curriculum
Instructional Materials
Instructional Time
Instructional Technology
Instructional Connections
Professional Development
Professional Interaction
Professional Supervision And Evaluation
Assessment of Students
Monitoring Programs
Grouping And Tracking
Student Support
Articulation And Alignment
Resource Personnel And Leadership

**Chapter 4: Developing A District Curriculum – 155**

Key Components Of Curriculum Development
The Curriculum Development Process
Statements Of Philosophy

**Chapter 5: Critical Issues – 161**

The Gap Between Expectations And Investment
The Gap Between Research Findings And The Onset Of Language Study
Accountability And The Improvement Of Student Performance In World Languages And The Broader Curriculum
Proficiency-Based Expectations
Parents And The Community As Partners
Supportive School Environments
Equity And Diversity
The Role Of New Technologies In Teaching And Learning
Scheduling
Articulation
The New World Languages Learner
Developing New Models: Dual Language And Immersion Programs

## Appendices

Appendix A: Referenced Documents: Chapters 1, 3, 4, 5 .......... 169
Appendix B: Additional Resources .......... 221
Appendix C: Selected Connecticut Data .......... 233
Appendix D: Frequently Asked Questions .......... 239
Appendix E: Glossary .......... 245
Appendix F: A Case For Foreign Languages .......... 249

# PREFACE

This *Guide to K-12 Program Development in World Languages* represents a new vision. It represents the latest research in the field and the best thinking of Connecticut teachers. It pushes us all to refocus what we do and how we do it. It underscores our beliefs, grounded in research, that world languages are for all children, and the earlier they start learning another language, the better.

Many Connecticut districts recently have made tremendous strides in starting programs earlier. In 1993, only about 30 districts offered ongoing and systematic programs of instruction in world languages before Grade 7, six of which started before Grade 4; in 1995, 60 districts offered a program before Grade 7, with nine districts starting before Grade 4; in 1997, there were 70 programs before Grade 7, including 21 starting before Grade 4. The trend to start world languages programs earlier continues in 1999. The length of sequences and the number of languages taught in a district remain related to district wealth.

The State Board of Education has supported world languages instruction in several of its major documents. In its October 1996 "Position Statement on the Education of Students Acquiring English as a Second Language," the Board wrote that "the acquisition of more than one language by all students is in the best interest of the State of Connecticut." In *Nurturing the Genius of Connecticut's Students: Connecticut's Comprehensive Plan for Education 1996-2000*, under Goal 1 (High Expectations for Students), the Board states, "All students will have access to and will complete a rigorous curriculum in core areas of study, including . . . foreign language . . ." Most recently, the Board underscored the importance of language instruction as part of its discussion of *Connecticut's Common Core of Learning*, and Commissioner Theodore S. Sergi, in his 1997-98 back-to-school message, encouraged districts to offer a world language beginning in kindergarten.

Implementing a K-12 world languages curriculum is a process that takes time and planning. While the guide is written with a K-12 vision, it can be adapted for any grade configuration. Most of all, this guide offers practical assistance to districts as they improve current programs and move toward including longer sequences and more languages in the curriculum.

Mary Ann M. Hansen
Consultant in World Languages

# ACQUISITION OF LANGUAGES BY ALL STUDENTS

The State Board of Education maintains that the acquisition of more than one language by all students is in the best interest of the State of Connecticut. Therefore, it is the belief of the State Board of Education that:

(1) every student should attain writing and speaking competency in at least two languages;

(2) individuals who are competent in more than one language and are knowledgeable about more than one culture are an essential asset to the state's schools, communities and work force, and to the national and international marketplace; and

(3) individuals who are competent in more than one language will be among those best suited to assume leadership and other important positions in the national and international marketplace.

The Board strongly believes that this position statement appropriately addresses the education of students acquiring English as a second language and helps establish a new vision of the strength multilingualism holds for all students in the State of Connecticut.

Excerpt from "Position Statement on the
Education of Students Acquiring English
as a Second Language"
Connecticut State Board of Education
Adopted October 2, 1996

# ACKNOWLEDGMENTS

Members of the World Languages Curriculum Committee met diligently over three years to produce this guide. The work presented here is a truly collaborative effort. While the 30 or so members of the committee at large represented a broad range of constituencies in the education and business communities, a team of approximately 11 people was principally responsible for writing the guide. It is difficult to say who of this team wrote which sentence, and this speaks clearly of the collaboration and commitment of all involved.

### Core Writing Team

Cassandra Butler, Granby Public Schools
Beverly Canell, Hamden Public Schools
Nancy Hernandez, Simsbury Public Schools
Kay Hill, New Haven Public Schools
Renate Ludanyi, Western Connecticut State University
Kaye Wiley Maggart, New Haven Public Schools
Emily Peel, Wethersfield Public Schools
Margaret Nocturne, Regional School District #9
Jessica Thurrott, Waterbury Public Schools
Barbara Wright, University of Connecticut
Sandra Van Ausdal, Regional School District #9

### Extended Writing Team

Shaoyuen Carol Chen-Lin, West Hartford Public Schools
Raffaele Dioguardi, Bridgeport Public Schools
Marilyn Horton, Marlborough Public Schools
Nancy Juliano, Ethel Walker School, Simsbury
Carol Kearns, Litchfield Public Schools
Nancy Lister, Vernon Public Schools
Olga Musacchio, Clinton Public Schools

### Advisory Team

Christine Brown, Glastonbury Public Schools
Gloria Caliendo, Central Connecticut State University
Sharon Jakubson, Guilford Public Schools
William Jassey, Norwalk Public Schools
Bert Neumaier, Farmington Public Schools
Nilda Perichi, Hartford Public Schools

### Extended Advisory Team

Amparo Adib-Samii, Suffield Academy
Marjorie Anctil, Torrington Public Schools
John Darcey, West Hartford Public Schools (Retired)
Thomas Hajek, United Technologies, Pratt & Whitney
Rita Lipson, Yale University
Maria Miranda, Bridgeport Public Schools
David Title, Waterford Public Schools
Susan Wallerstein, Cooperative Educational Services
Takayuki Yoneda, Shawmut Bank

The two out-of-state readers were June K. Phillips, dean, College of Arts and Humanities, Weber State University, Ogden, Utah; and Kathleen M. Riordan, director, Foreign Language Department, Springfield, Massachusetts Public Schools.

Elizabeth Mostafapour and Emily Peel are acknowledged for their contributions to this effort. Beth, fresh from a Stanford doctoral program, served as a consultant to the project during its first year, and she was pivotal in the organization of the guide. Emily came to the Department as a teacher-in-residence during the second and third years of the project. Recogniton is due to Emily for her expertise and energy, which guided this project to fruition. Both Beth and Emily put their imprint on this guide, for which we all can be grateful.

# INTRODUCTION

## 1

*"The limits of my language are the limits of my world."*

**Ludwig Wittgenstein**
**Austrian Philosopher**

Purpose Of *A Guide To K-12 Program Development In World Languages*
Development Of This Guide
Definition Of Content Domain: Rationale
Philosophy
The Nature Of Learning And Teaching
The Nature Of Curriculum
The Role Of Assessment
Relationship Of The Guide To The Common Core Of Learning
Critical Directions For Change
Organization Of The Curriculum Guide
Technology
Conclusion

ESPAÑA
El tiempo de hoy

## Purpose Of *A Guide To K-12 Program Development In World Languages*[1]

The *Guide to K-12 Program Development in World Languages* provides a road map for school districts in Connecticut as they develop and implement a world languages program appropriate for the 21st century. In an increasingly interdependent world, education for all children clearly must include learning languages other than English and understanding cultures other than that of "mainstream" U.S.A.

How is this guide different from those offered in the past? First, it appears at a moment full of promise and possibility, when research on language acquisition has given educators new perspectives on language learning. Second, it appears in a context of national education reform, as Goals 2000 and national standards movements challenge educators, students and parents to raise their expectations for student achievement. Third, it appears when Connecticut residents, like others in the United States, are realizing that they are increasingly part of an economic, political and cultural global network. Finally, it appears as new technologies make communication with other linguistic and cultural communities quicker and easier than ever before.

This guide describes what students should know and be able to do at various grade levels and stages of language learning. It is not intended to be prescriptive, but rather to illustrate, suggest and stimulate creative teaching and learning. This guide introduces new concepts in this regard, particularly in the realm of extending world languages instruction to the elementary grades. It also emphasizes connections with other disciplines and linguistic communities through technological as well as traditional means.

## Development Of This Guide

The goals and standards of the *Guide to K-12 Program Development in World Languages* are based on the 1996 publication *Standards of Foreign Language Learning: Preparing for the 21st Century*, a collaborative effort of the American Council on the Teaching of Foreign Languages, the American Association of Teachers of French, the American Association of Teachers of German and the American Association of Teachers of Spanish and Portuguese.[2] These national standards subsequently were endorsed by more than 45 teachers' associations (including the Connecticut Council of Language Teachers, or CT COLT) representing a wide range of languages and all regions of the United States.

The Connecticut guide has been developed under the direction of the state foreign language consultant, now called the state world languages consultant. A group of experienced language educators from the K-16 continuum was convened and met regularly over a three-year period. This volunteer group sought to integrate national-level goals for student language learning with those embedded in *Connecticut's Common Core of Learning*. Subcommittees developed various sections of the document and solicited examples of learning activities, assessments and authentic student work from Connecticut language teachers. The document was then distributed to educators throughout the state for feedback in order to reflect a broad consensus. Ultimately, two out-of-state experts with national status reviewed the work.

## Definition Of Content Domain: Rationale

This guide deals with the teaching and learning of a second or additional languages. This is the domain traditionally known as "foreign languages." The Connecticut guide breaks with tradition and departs from the national *Standards of Foreign Language Learning* in choosing to call this curricular area "world languages."

Over the last decade, language teachers have increasingly questioned the description of their subject as "foreign" language. They find the word "foreign" both inaccurate and counterproductive, since it evokes a sense of "other," and too often "otherness" is associated with that which is strange. Thus the Connecticut guide talks about "world languages," that is, languages that are spoken all over the world, as well as within the borders of the United States.

Ancient and classical languages also are included in the designation "world languages." In the words of the national *Standards for Foreign Language Learning*, "study of classical languages offers students the same benefits as the study of other languages, except that the emphasis on using the language for oral communication is not as significant. The insights into language development, the interaction with ancient civilizations through their literature, and the cross-cultural understanding that results from the study of these languages are all compelling reasons for the inclusion of (classical) language instruction in the curricula of our schools."[3]

---

[1] Formerly known as foreign languages

[2] National Standards in Foreign Language Education Project. 1996. *Standards for Foreign Language Learning: Preparing for the 21st Century*. Yonkers, NY: National Standards in Foreign Language Education Project. Parts of this chapter are adapted with permission from the *Standards'* statement of philosophy (7), introduction (11-15) and a chapter titled "Language Study in the United States" (7-21). See Appendix A for chart: *Standards for Foreign Language Learning*.

[3] *Standards*, 18. See Appendix A: Chart from *Standards for Classical Language Learning*, a project of the American Classical League and the American Philological Association Taskforce on Standards, June 1997.

Today, as new technologies make global communication more accessible, it is essential for all U.S. students to become linguistically equipped to function in many different cultural settings. This means all students should develop and maintain proficiency not only in English, but also in at least one other language. Moreover, students who come from homes where a language other than English is spoken should have the opportunity to maintain their first language, perfect their command of English and have the chance to study a third language if they wish.

## Philosophy

Connecticut educators affirm that language and communication are at the heart of the human experience. From the moment of birth, the child begins to interact with the immediate world through sounds and language.[4] As the child matures and communication broadens through reading and writing, language takes on more complex functions.

This guide reflects the belief that education in world languages and cultures provides unique benefits: It broadens intellectual perspectives, increases awareness of self and others and encourages participation in a wider community. Second, this guide assumes that **all** students can be successful learners of languages and cultures, if they are given the following opportunities: programs that are integrated into the entire school experience; instructional approaches and strategies that address a variety of learning styles and needs; and expectations that are flexible and appropriate. Finally, the guide assumes that language and culture must be an integral part of the core curriculum, not a marginal subject or elective option.

In addition to these assumptions about language learning, this guide reflects current thinking in Connecticut and the United States. Specifically, effective language instruction is influenced by the length and design of programs, the quality of assessment, the amount of technological support and the resources devoted to programs.

## The Nature Of Learning And Teaching

This guide shares the view held by contemporary educators that students learn most effectively when they (1) are actively engaged, (2) can manipulate materials themselves, (3) apply previous knowledge, (4) ask questions and (5) draw their own conclusions. The guide also recognizes that students bring multiple intelligences and learning styles to the classroom. Native speakers, for example, will have different needs and abilities than second-language learners. Students will also bring different levels of cognitive knowledge, motivation and linguistic experience into the classroom; they will begin studying world languages at various ages and will develop varying proficiencies over time.

This guide acknowledges that language learning is in some ways unique. Language can be learned naturally, that is, without conscious effort and without formal instruction, as in the case of young children at home. Moreover, the national *Standards of Foreign Language Learning* point out, "There are plentiful examples of children learning a second language through exposure and use far outside of school environments — residence in the country of the language learned being a typical case."[5] To acquire an effective level of communicative competence demands more than a sequential learning of grammar and vocabulary. Students must **use** the language itself to communicate; that is, to speak and understand, to read and comprehend and to acquire complex concepts related to culture and communication.

The national *Standards of Foreign Language Learning* document sets forth a new meaning of "communication." Listening to, speaking, reading and writing another language and the links to its underlying culture(s) are embedded in three distinct communicative modes: **interpersonal, interpretive** and **presentational**. The first, interpersonal, uses direct oral or written communication (listen, speak, read, write with personal contact between individuals). The second mode, interpretive, focuses on receptive communication of oral or written messages (listen, read, view print or non-print materials with no personal contact between individuals). The presentational mode uses oral or written language in a "one-to-many mode" (speak, write, show oral or written language for an audience with no immediate personal contact).[6] Awareness and use of these three modes refine to a greater degree our understanding of what it means to communicate and enhance the entire communicative process that is the essence of world languages study.

Finally, the guide's focus on communicative tasks is compatible with educational trends toward student-centered, active learning. It reinforces the teacher's primary role as a coach and facilitator in addition to being a teacher and presenter of knowledge.

## The Nature of Curriculum

Curriculums in the United States strive for balance and compromise. They reflect the tensions among state requirements and local preferences, the needs of regional work forces and the demands of the future. The writers of this guide acknowledge that Connecticut boasts many outstanding world languages programs. The new challenges and innovative approaches to language instruction presented in this guide are intended to provide stimulation and guidance. Individual school districts must decide how to address the standards and at what rate to implement change.

---

[4] See a report of the latest research in "Fertile Mind," *TIME*, February 3, 1997, 49-56.

[5] *Standards*, 21.

[6] *Standards*, 32-34.

## The Role Of Assessment

Assessment plays an indispensable role in curriculum and instruction. The types of assessment used should match the goals of the program, e.g., a proficiency-based communicative program should include assessment of oral and listening skills as well as the traditional skills of reading and writing, particularly as they have evolved and are now presented in the national standards document.[7] A variety of assessments reflecting individual learning styles, multiple intelligences[8] and peer and self-assessments also should be included.[9] For students and teachers, such a range provides broader feedback, helping them to identify strong points in performance and enabling them to work on weak points as well. Assessment also is an important tool for program improvement. In the years to come, the challenge will be to integrate the nature of language learning into the design of good assessment.[10]

## Relationship Of The Guide To The Common Core Of Learning

In addition to drawing on the philosophy of the national standards and current thinking in the wider educational community, this guide embodies the values and goals of *Connecticut's Common Core of Learning*. The Common Core stresses (1) foundational skills and competencies; (2) understandings and applications (discipline based and interdisciplinary skills); and (3) aspects of character that cut across the entire K-12 continuum. See footnote #9 for more information.

The study of another language and culture strengthens intellectual skills such as critical thinking and the ability to see connections between the various disciplines. Since the content of world languages courses addresses history, geography, social studies, science, mathematics and the fine arts, students can easily develop an interdisciplinary perspective while they gain intercultural understanding. Moreover, language pedagogy routinely makes use of such varied approaches as (1) images and items from real life that can sharpen perception; (2) physical activities and games that reinforce lessons kinesthetically; (3) role plays and dramatic activities; (4) music in both receptive and participatory modes; and (5) a range of tasks that require sequencing, memorizing, problem solving and inductive as well as deductive reasoning. In addition, this broad range of instructional strategies addresses a variety of learning styles and expands learners' awareness of the many dimensions of their own intelligence.

World languages instruction also is particularly suited to teach the important lesson that learning can and should take place beyond the classroom. It equips students for lifelong learning, for both personal interest and demands of the workplace.

## Critical Directions For Change

This guide does not repudiate earlier language teaching practices, but represents an evolution beyond traditional practice. Changing social and economic needs, as well as more recent insights into the nature and use of language and the ways in which it is most effectively acquired, have necessitated new methods.

How do the recommendations of this guide differ from past practice? First, their collective vision is emphatically inclusive. The guide assumes that all students – including those who plan to work immediately after high school or attend vocational/technical institutions, and those who may be struggling academically – can benefit from language instruction. Second, the guide recommends that language instruction start very early, preferably in kindergarten or the early elementary grades, and continue for longer periods of time. Developing real proficiency requires far more time and effort than we traditionally have devoted to language learning. Furthermore, this guide recommends that elementary school language instruction become the rule rather than the exception, and that school districts move toward long-term, coherent sequences of language instruction which provide adequate time for skill development. Thus the guide provides descriptors of skill levels for elementary and middle as well as high school students.

---

[7] See Appendix A for chart: "Framework of Communicative Modes" from *Standards*, 33.

[8] See Appendix A for chart: "49 MI (multiple intelligences) Assessment Contexts from *Multiple Intelligences in the Classroom* by Thomas Armstrong, 1994. Association for Supervision and Curriculum Development, Alexandria, Virginia, 126.

[9] For more information on assessment strategies, holistic scoring, rubrics and portfolio assessment, see *Articulation & Achievement: Connecting Standards, Performance and Assessment in Foreign Languages*, 29-40.

[10] See Chapter 5, which discusses the relationship between the study of world languages and performance on other assessments, such as the Connecticut Mastery Test, the Connecticut Academic Performance Test and other standardized tests. See Appendix A for (1) *Connections* and (2) *Foreign Language Department Connecticut Academic Performance Test Action Plan*.

Beyond that, what does the guide propose that is new? In some cases, the differences are obvious; in others, more subtle. As in the national *Standards for Foreign Language Learning*, Program Goal #1 in this guide states that students will learn to "communicate in at least one language other than English." The key word here is "communicate." Development of skills in listening comprehension, speaking, reading and writing alone is insufficient; students must be able to use those skills for communication in three distinct modes (interpersonal, interpretive, presentational), in a wide variety of contexts, and in culturally appropriate ways.

The executive summary of the national document *Standards for Foreign Language Learning* advocates teaching that leads to "knowing how, when and why to say what to whom."[11] Formerly, world languages teaching concentrated on the "how" of grammar and the "what" of vocabulary. While these components continue to be important, the overarching goal of world languages study is communication. Communication requires equally close attention to the "why," the "who" and the "when" of linguistic interactions.

Program Goal #2 calls for students to "gain knowledge and understanding of other cultures." The innovation here becomes apparent in what the program goal defines as "culture." In addition to a more conservative concept of culture, including art, music and literature, the expanded notion of "culture" now includes aspects of daily living, e.g., beliefs, customs and behaviors. In other words, the program goal aims for an anthropological definition of culture that includes cognitive knowledge. It challenges students' power of understanding, analysis and judgment.

Program Goal #3 is a significant departure from traditional language instruction. It asks students to "make connections with other areas of study and acquire information." It challenges students to use world languages to access information that enhances their study of other subjects which, in turn, reinforces language learning.

This notion of interdisciplinary connection is, in part, the result of a growing movement for "language across the curriculum." It is based on the assumption that hard-won language skills cannot be developed and maintained in curricular isolation. They require repeated application in a range of disciplines. Beyond that, the idea of linking language study with other realms of knowledge is also the consequence of new communication technologies that make information immediate and accessible in many languages.

Program Goal #4 challenges students to "understand the nature of languages and cultures through comparisons." Students develop greater insights into the nature of the English language and United States culture by comparing and contrasting them with other world languages and cultures.

Program Goal #5 calls for students to "participate in multilingual communities within a variety of contexts." The activities that support this goal reinforce and refine classroom learning. Students use the language in authentic situations, such as traveling abroad, shopping or watching a film. They learn to accept languages other than English as part of everyday life, which can lead to a lifetime of learning, broader interests and greater cultural sensitivity.

## Organization Of The Curriculum Guide

After this introduction, which is **Chapter 1**, the guide contains four additional chapters and six appendices. **Chapter 2** represents the heart and soul of this guide. It is the longest and most complex chapter, and it provides an understanding of the individual components of the world languages standards: program goals, K-12 content standards, performance standards, illustrative learning activities, prototype assessments and exemplars of student work.

**Chapter 3** discusses the elements of an effective program, such as instructional materials, instructional time, technology and professional development. It provides guidelines for implementing a high-performance world languages program.

**Chapter 4** suggests steps a school district might follow in developing its language program. It discusses such key considerations as available resources, issues and trends in world languages education, district needs and development of a program philosophy.

**Chapter 5** outlines issues and questions in contemporary world languages instruction. It begins with a discussion of (1) the gap between the optimal time for language acquisition, which research indicates is the early elementary grades, and when most Connecticut children begin to study a second language, and (2) the gap between high expectations for student achievement and low investment in language instruction. It goes on to examine other major issues, such as testing and accountability, definitions of student proficiency and progress, and equitable access to quality instruction and new technologies. Although no definitive answers are given for the questions raised in this section, an awareness of these issues may help school districts to clarify their own thinking regarding world languages instruction.

---

[11] Standards, 11.

## Technology

This guide, like the national *Standards of Foreign Language Learning*, does not contain a separate program goal for technology. Instead, the goals, standards, activities and assessments assume that teachers and students will become technologically literate and will integrate audio, video, multimedia and computer technology into world languages instruction.

CENTRE
BRETAGNE

## Conclusion

The *Guide to K-12 Program Development in World Languages* is intended to be a resource for school districts as they establish high standards for world languages programs in the next century. Its writers and contributors re-emphasize that it contains suggestions and illustrations, not prescriptions. While this document does not reflect all current world languages program configurations in the state, it is designed to allow programs with multiple or different entry points to extract activities that are adaptable for students at various levels of proficiency.

Consideration of the guide's goals, standards, activities and assessments, as well as discussions of critical issues, is a first step for Connecticut communities as they design their own high-quality language programs for all students.

# CORE CURRICULUM CONTENT 2

***"...knowing how, when, and why, to say what to whom. All the linguistic and social knowledge required for effective human-to-human interaction is encompassed in those ten words."***

**From *Standards for Foreign Language Learning: Preparing for the 21st Century.***
**National Standards in Foreign Language Education Project.**

The Vision
Organization Of Chapter
Program Goals
K-12 Content Standards
Performance Standards
Illustrative Learning Activities
Prototype Assessments
Exemplars Of Student Work
Suggestions For Modifications Of Activities
Learning Activities Index

## WORLD LANGUAGES IN CONNECTICUT

## FIVE ESSENTIAL GOALS OF LANGUAGE LEARNING

- **Communicate in at least one language other than English.**
- **Gain knowledge and understanding of other cultures.**
- **Make connections with other areas of study and acquire information.**
- **Understand the nature of language and cultures through comparisons.**

**Participate in multilingual**
**within a variety of contexts.**

CONNECTICUT COUNCIL OF LANGUAGE TEACHERS

BEST COPY AVAILABLE

## The Vision

When the Connecticut World Languages Committee wrote this guide, a choice was made to present performance standards for Grades K-4, 5-8 and 9-12. Well aware that not all world languages programs begin in kindergarten or in Grade 5, the committee chose to present a vision of what is possible for children to learn and be able to do given a long sequence in a language.

The fact that most Connecticut world languages programs begin in Grade 7 should not prevent educators from adapting the guide for the local curriculum. The goals, K-12 content standards, performance standards, illustrative learning activities, prototype assessments and exemplars of student work presented for each grade cluster can easily be modified to fit the language and cognitive developmental levels of the child no matter when the study of world languages begins.

The committee could have selected other designations instead of grade levels, for example, "beginning" instead of K-4, "intermediate" instead of 5-8, and "advanced" instead of 9-12. However, the choice was made to label the clusters in terms of grades because the committee believes that learning world languages should begin as early as possible. Local school boards need to determine their own fit within this paradigm. The earlier a child begins to study a world language, the greater the expectations and achievement will be.

Some Connecticut world languages programs currently do begin in kindergarten, and it is our hope that when the next guide is written, Connecticut schools will offer long world languages sequences for all children.

## Organization Of Chapter

Chapter 2 is organized as follows:

**Program Goals.** The standards are organized into five goal areas that describe the essential dimensions of world language learning. None of these goals can stand alone; they are inextricably interwoven. They are based on the "five C's" of the national *Standards of Foreign Language Learning* (see page 11).

**K-12 Content Standards.** Each goal area includes one to three content standards. The purpose of the content standards is to define what students should know and be able to do in order to achieve the stated goals. Depending on when the student begins a language sequence, the content standards indicate the desired results of language learning by the end of Grades 4, 8 and 12 (see page 12).

**Performance Standards.** Within each content standard are performance standards for specific clusters of grades: K-4, 5-8 and 9-12. The performance standards, which are neither prescriptive nor exhaustive, indicate how students should perform to meet the content standards. All performance standards cited in K-4 and 5-8 apply to the subsequent grade clusters as well. For example, the concept of "words borrowed from one language and used in another" contained in Content Standard 7 is a performance standard for all students K-12, even though it is given only in K-4.

**Illustrative Learning Activities.** For each performance standard, at least one sample learning activity is included that shows how students may develop the understandings and abilities specified. The sample learning activities are drawn from Connecticut classrooms. Most activities address more than one content standard, but for the purposes of this guide each has been placed under the most appropriate standard.

**Prototype Assessments.** For each goal, at least one prototype assessment has been developed to demonstrate how student performance may be evaluated. The prototype assessment provides criteria for scoring student performance in the learning activity. It is noteworthy that these assessments are open-ended, involve authentic communication and require the student to actively generate language. The student performance frequently involves teamwork or the use of technology.

**Exemplars of Student Work.** For each prototype assessment, a student work exemplar illustrates competent student performance. The exemplars, produced by Connecticut language students, appear in their original, unedited form. Sometimes, idiomatic expressions or advanced grammar points may appear as part of a student's work if the student has learned them through conversation or reading. The exemplars provide actual representations of the expectations for student achievement in relation to the content and performance standards. By comparing the student work with the learning activities and prototype assessments, classroom teachers can develop creative learning activities and scoring rubrics of their own, and hold students to ambitious yet realistic standards.

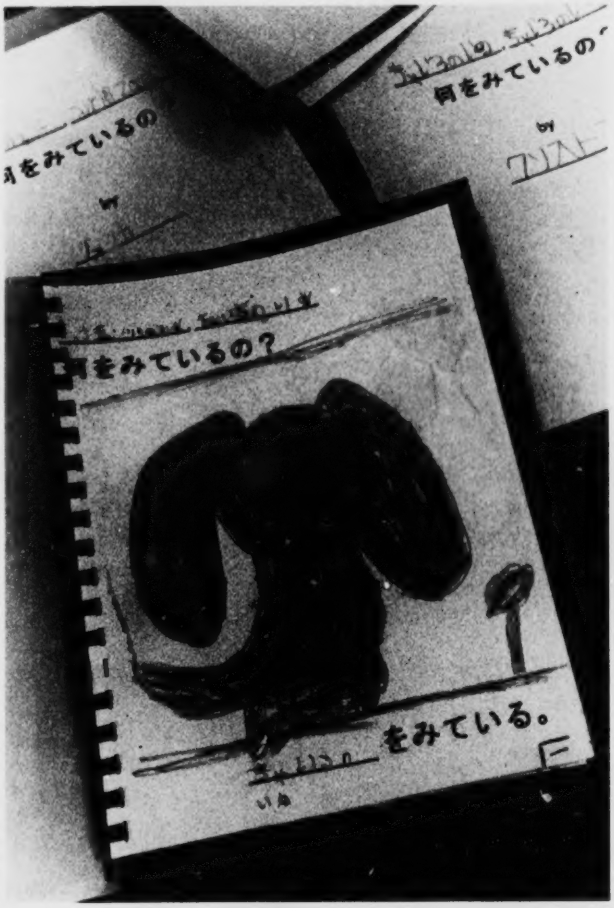
## Suggestions For Modification Of Activities

Teachers will find that some activities can be enhanced to provide more challenge to students. For example, consider the illustrative learning activity *Don't Take It Literally* under Goal 4, Content Standard 7, COMPARISONS AMONG LANGUAGES. This activity for Grades 5-8, which asks students to "recall some of their favorite expressions," could be extended to include "What English proverb does this remind you of?" and encompass illustration, analysis and comparison of Spanish proverbs with English counterparts.

Some activities and student exemplars in this guide reflect teaching and learning prior to standards or framework development. In some cases, they can be changed to elicit more divergent responses and a sharper focus on the content/performance standards. For example, the illustrative learning activity *Table Talk* under Goal 5, Content Standard 9, PARTICIPATE IN MULTILINGUAL COMMUNITIES WITHIN A VARIETY OF CONTEXTS is a great activity with a good prototype assessment. However, the student exemplar illustrates that instructions for the activity must have requested students to do the interview write-up in a way that required full-sentence responses. Yet, it is unlikely that native speakers would have responded in full sentences. Their conversation would have produced short-phrase responses with full sentences for additional information. Therefore, why not have students record the responses in that way? However, if full-sentence responses were the goal, then the teacher might have asked the students to summarize what they had learned; summary paragraphs would have required full sentences.[1]

**Learning Activities Index.** A learning activities index by grade level and program goal is included at the end of this chapter (see pages 142-144) to help the reader access the resources described.

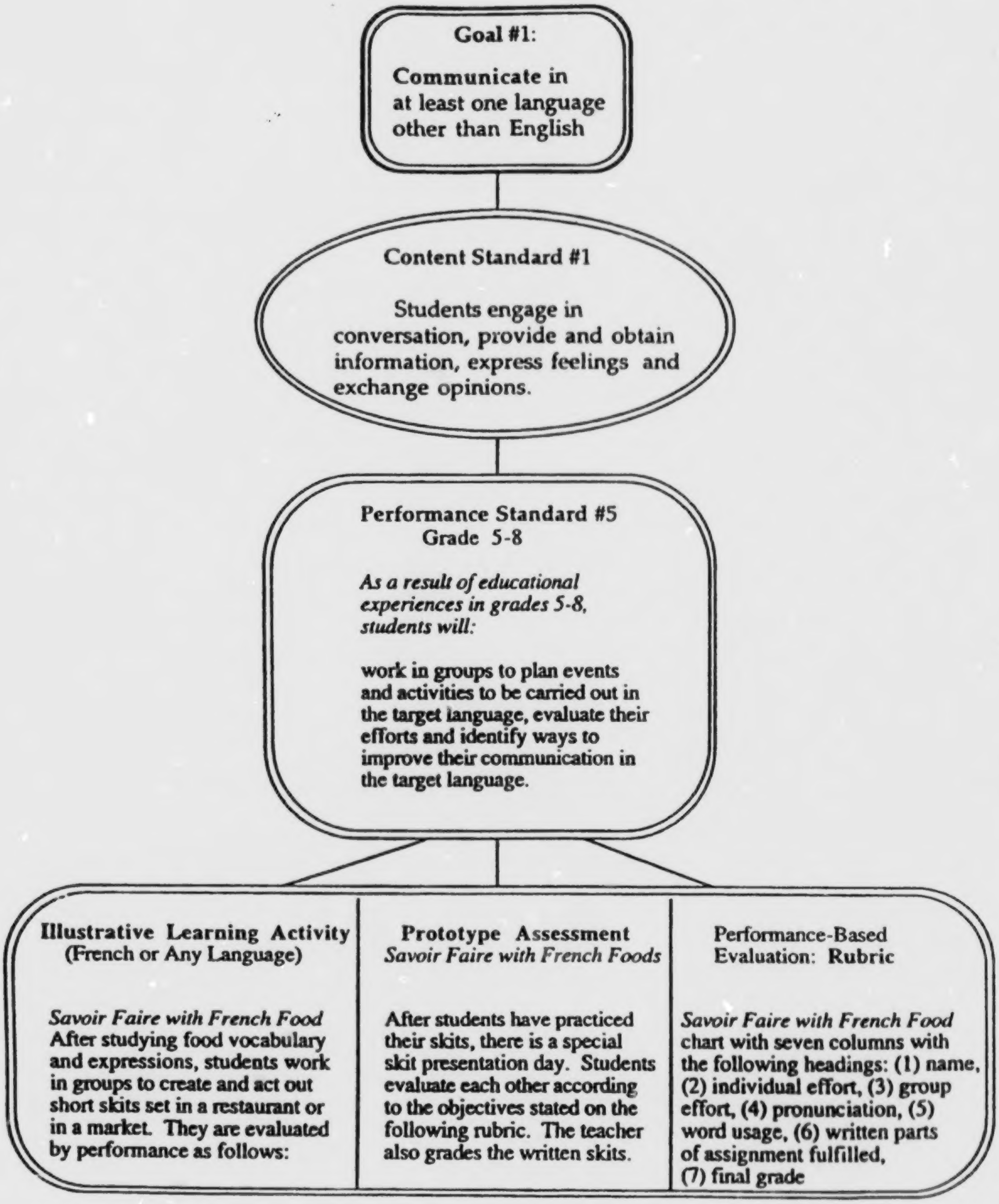
**NOTE:** The numbering system used in Chapter 2 cites the pertinent Program Goal (#1 - 5: Communication, Culture, Connections, Comparisons and Communities) and its appropriate Content Standard (#1 - 9) of the World Languages Framework. For a visual overview of the components of this chapter, please see the template on page 10.



---

[1] Adapted from a critique by June Phillips, one of the reviewers of the draft guide.

## Template Of Components In Chapter 2



**Goal #1:**

**Communicate in at least one language other than English**

**Content Standard #1**

Students engage in conversation, provide and obtain information, express feelings and exchange opinions.

**Performance Standard #5**
Grade 5-8

*As a result of educational experiences in grades 5-8, students will:*

work in groups to plan events and activities to be carried out in the target language, evaluate their efforts and identify ways to improve their communication in the target language.

**Illustrative Learning Activity**
(French or Any Language)

*Savoir Faire with French Food*
After studying food vocabulary and expressions, students work in groups to create and act out short skits set in a restaurant or in a market. They are evaluated by performance as follows:

**Prototype Assessment**
*Savoir Faire with French Foods*

After students have practiced their skits, there is a special skit presentation day. Students evaluate each other according to the objectives stated on the following rubric. The teacher also grades the written skits.

Performance-Based
Evaluation: **Rubric**

*Savoir Faire with French Food* chart with seven columns with the following headings: (1) name, (2) individual effort, (3) group effort, (4) pronunciation, (5) word usage, (6) written parts of assignment fulfilled, (7) final grade

# WORLD LANGUAGES

*By the end of Grade 12, students will listen, speak, read and write proficiently in at least one language other than English, and will understand the culture(s) of that language.*

# PROGRAM GOALS

As a result of education in Grades K-12, students will:

- **communicate** in at least one language other than English;
- gain knowledge and understanding of other **cultures**;
- make **connections** with other areas of study and acquire information;
- understand the nature of language and cultures through **comparisons**; and
- participate in multilingual **communities** within a variety of contexts.

NOTE: The national standards task force identified five goal areas that encompass all of the reasons to study a foreign language and called them *the five C's of foreign language education* – ***Communication, Cultures, Connections, Comparisons*** and ***Communities.*** *The Connecticut World Languages Curriculum Framework* is based on the document published by this task force: *Standards for Foreign Language Learning: Preparing for the 21st Century*, 1996, and has been adapted with permission. Both of these standards documents encompass all languages, ancient and modern.

| PROGRAM GOALS | CONTENT STANDARDS |
|---|---|
| | **In at least one language other than English:** |
| (1) **Communicate** in at least one language other than English | 1. Students will engage in conversation, provide and obtain information, express feelings and exchange opinions. (Interpersonal)<br>2. Students will understand and interpret spoken and written language on a variety of topics. (Interpretive)<br>3. Students will present information, concepts and ideas to listeners or readers on a variety of topics. (Presentational) |
| (2) Gain knowledge and understanding of other **cultures** | 4. Students will demonstrate an understanding of the traditions, products and perspectives of the cultures studied. |
| (3) Make **connections** with other areas of study and acquire information | 5. Students will reinforce and expand their knowledge of other areas of study through the world language. (Interdisciplinary)<br>6. Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources. (Intradisciplinary) |
| (4) Understand the nature of language and cultures through **comparisons** | 7. Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.<br>8. Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own. |
| (5) Participate in multilingual **communities** within a variety of contexts | 9. Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation. |

## *GOAL ONE*

## COMMUNICATE IN AT LEAST ONE LANGUAGE OTHER THAN ENGLISH

## CONTENT STANDARD 1: Communication (Interpersonal Mode)

*In at least one language other than English, students will engage in conversation, provide and obtain information, express feelings and exchange opinions.*

### K-12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will assure that students:

- greet others and exchange essential information, including names, addresses, birthplaces and telephone numbers;
- give and follow simple instructions by participating in various games or other activities with partners or groups;
- describe their favorite activities at home and school;
- describe various objects and people found at home and school;
- exchange basic information about events, such as classes, meetings and meals;
- express their likes and dislikes regarding various people, objects, categories and events present in their everyday environment;
- recognize that there are often multiple ways to express an idea in the target language;

**(continued)**

Educational experiences in **Grades 5-8** will assure that students:

- exchange information with peers (both face-to-face and in writing) about events in their everyday lives and memorable experiences from their past;
- exchange opinions about people, activities and events in their personal lives or communities;
- give and follow directions in order to travel from one location to another and ask questions for clarification;
- acquire goods and/or services through basic negotiations and exchange of monies;
- work in groups to plan events and activities to be carried out in the target language, evaluate their efforts and identify ways to improve their communication in the target language; and
- find alternate methods of communication when they cannot express their intended message adequately.

Educational experiences in **Grades 9-12** will assure that students:

- exchange information about current and past events, as well as their aspirations in their personal lives and the lives of their friends, families and others within their community;
- discuss their personal feelings and ideas with members of the target culture in order to persuade them to consider alternate viewpoints;
- participate in culturally appropriate exchanges that reflect social amenities, such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences;
- exchange information about international current events based on newspaper or magazine articles, television and radio programs and videos, and compare and contrast how information is reported in both the target and their native cultures;

**(continued)**

## CONTENT STANDARD 1: Communication (Interpersonal Mode)

### K-12 PERFORMANCE STANDARDS, continued

Educational experiences in **Grades K-4** will assure that students:

- use appropriate gestures, when necessary to make their message comprehensible; and
- indicate that they do not understand a message or that they cannot express their intended message adequately.

Educational experiences in **Grades 9-12** will assure that students:

- exchange opinions on a variety of topics, including issues that are of contemporary or historical interest in the target and their native cultures;
- work in groups to develop solutions to problems that are of contemporary or historical interest in both the target and their native cultures;
- share their personal reactions and feelings about authentic literary texts, such as poems, plays, short stories and novels; and
- employ rephrasing and circumlocution to successfully communicate their messages.

BEST COPY AVAILABLE

# ILLUSTRATIVE LEARNING ACTIVITIES 1.1, GRADES K-4

## 1. *The Hungry Caterpillar*

As part of a unit on foods, students act out a target-language version of the story of *The Hungry Caterpillar* by Eric Carle. Each student receives a laminated picture of one or more of the fruits, vegetables or snacks represented in the story. One student receives a laminated picture or stuffed toy that represents "the hungry caterpillar." During the first reading of the story, students hold up the appropriate fruit or vegetable as it is being "eaten" by the caterpillar. Because the story is repetitive, students learn to say "but he is still hungry" in the target language at the appropriate time as the story is read. During the second reading of the story, the "hungry caterpillar student" goes around the room and actually "eats" the foods, according to the story, by putting them into a "stomach bag." Afterward, students may receive different foods to hold by asking the teacher to take the food out of the "stomach bag" in the target language. As a follow-up activity, students receive an outlined picture of "the hungry caterpillar" and are asked to draw all of the things he ate inside his stomach. As they leave the classroom, the students identify each item they have drawn in the target language in order to receive a caterpillar or food-related stamp, sticker or bookmark from the teacher.

## 2. *Weather in Motion*

Children in a Spanish class have been studying a unit on the weather for approximately three 20-minute periods. As part of their study, the children have learned gestures that represent each component of the weather (e.g., the "sun" is two hands held in a circle over your head). The teacher then reads a "weather story" in Spanish in which the weather varies from sunny to rainy to snowy, etc. As the weather changes, the teacher instructs his or her students to act the weather out, using the gestures that they have learned. As a follow-up learning activity, students are given copies of the first page of the story and are asked to draw all of the weather components on the same page as the teacher reads the story again. Although they end up with a "weather mess" on the page, the students have identified and expressed each component of the weather along the way.

# ILLUSTRATIVE LEARNING ACTIVITY 1.1, GRADES 5-8

## 1. *Where is the Turtle?*

Students in Mrs. Sciascia's fifth-grade Italian class at Blackham School have been studying Italian since the beginning of the school year for one period (40 minutes) per week. In this activity, each student receives an illustration of six boxes. In each of these illustrations there is also a little turtle standing in various positions in relationship to the boxes. Mrs. Sciascia explains that the words describing the positions of the turtle, are called *prepositions*. Under each box the students write the corresponding Italian preposition. The children place a stuffed turtle, whose name is *Teresa la Tartaruga*, in various places around the room and are then asked to describe the turtle's position in a simple Italian sentence (e.g., *la tartaruga è dentro il banco).*

After the children become familiar with some basic sentences, they are given a list of other animals, the names of which they learn in Italian, e.g., *il cane*, *il gatto*, *il serpente*, etc., and continue to create little sentences using the prepositions they have learned with the new animal names. They are then given a sketch of a room that contains various pieces of furniture labeled in Italian (*il tavolo, lo scaffale, il divano*, etc.). Hidden among these pieces throughout the room are sketches of the little animals. The children find each animal and state its position (on, over, under, beside) in relationship to the furniture in the room. To conclude the lesson, each child finds a partner. One of the students places various stuffed animals around the room and then asks his or her partner, "Where is the _?" The children then switch roles.

*Where is the Turtle?* is reprinted with permission
from Aliki Michalaros-Sciascia, Italian teacher at Blackham School,
Bridgeport, Connecticut.

## ILLUSTRATIVE LEARNING ACTIVITIES 1.1, GRADES 9-12

### 1. *Prime Time Live*

Students in a Spanish class work in groups to research, write, produce and videotape a 15- to 20- minute news show that includes news events, a "live from the scene" report, weather, sports and commercials. The news events include items from the Spanish-speaking world as well as the United States.

*Prime Time Live* is adapted and reprinted with permission
from *Standards for Foreign Language Learning:*
*Preparing for the 21st Century,*
Sample Learning Scenario *Newscast*, 86.

### 2. *Friends in Faraway Places*

According to Glastonbury Spanish teacher Linda Chapron, using computers is an easy way to explore the global community and meet new people, and the world language classroom is the perfect starting point. Ms. Chapron's beginning-level Spanish class developed a "keypal" relationship with a similar class in Palo Alto, California. The teachers from each class randomly match their students. The classes decide it would be quickest to introduce themselves via a video. The questions they choose to answer in the video are:

*¿Cómo te llamas?*
*¿Cuántos años tienes?*
*¿Qué (no) te gusta (hacer)?*
*¿Cuál es tu clase favorita?*

Each class films itself in different areas of the school: art room, music room, cafeteria, gym, Spanish class, etc., so that both classes on each side of the country have an idea of what the other school is like.

After a few weeks, the questions from the video are used as the basis for E-mail correspondence. By this time, both classes have increased their vocabulary and are able to add additional activities, likes and dislikes. The letter is given as a homework assignment, collected and corrected for spelling accuracy. Every student is expected to answer the basic questions from the video in complete short answers, but longer, more detailed answers also are welcomed.

Ms. Chapron's class has a computer with an America Online connection in its classroom, so the students are able to remain in their classroom and continue with their regular activities while some students take turns typing and sending their letters. In this manner, the speed and ease of E-mail become obvious. When the school year ends, a number of students opt to continue their keypal relationships with their friends in California on their personal computers at home.

*Friends in Faraway Places* is reprinted with permission
from Linda Chapron, Spanish teacher, Academy School, Glastonbury, Connecticut.

# SAMPLE 1.1, GRADES K-4

## ILLUSTRATIVE LEARNING ACTIVITY

### *A Kindergartner's Curriculum*

Some time ago, three kindergarten classes at Clinton Avenue Language Academy in New Haven answered the question *What would you like to learn in your Spanish class?* The following is a summary of their responses.

**I WANT TO LEARN HOW TO SAY IN SPANISH:**

- my name
- the colors
- the numbers
- names of wild animals
- names of farm animals
- English, Spanish, Italian languages
- parts of my body
- the things I use to eat
- my ABCs
- up, down, be quiet, is that clear
- things at home (bed, stove, food)
- clouds, sun, moon, witch
- bike, cars, airplane, jet
- names of people in my class
- names of machines
- hello, mom is not here
- Puerto Rico, New York
- firemen, doctor
- sister, father, mother
- names of fruits
- teacher, Miss ______
- zoo, park, store
- names of trees
- names of toys
- shapes
- things at school
- I am sick
- dress, hats, purse

**I WANT TO LEARN SPANISH...**
songs
dances
games
stories

**I WANT TO LEARN:**
how to tell people what I'm doing
how to read in Spanish
how to write in Spanish
how to cook

*A Kindergartner's Curriculum* is reprinted with permission
from Kaye Wiley Maggart, curriculum assistant,
New Haven Public Schools, New Haven, Connecticut.

# SAMPLE 1.1, GRADES 5-8

## ILLUSTRATIVE LEARNING ACTIVITY

### *Savoir Faire with French Food*

After studying interrogatives and thematic vocabulary units about French foods, including how to order a meal in a restaurant, French students work in small groups to create and act out a short French skit based on the material they have learned. These students, who have been studying French on an incremental basis since fourth grade, are given a limited choice of topics by their teacher. For instance, they may be asked to order a simple meal in a café or bistro or to buy something in a market. Students use the words and phrases they already know to express what they wish to say. The students are informed that they will be graded on individual and group efforts, pronunciation, appropriate usage of words and phrases in their skits, and on completion of the assignment.

## PROTOTYPE ASSESSMENT

### *Savoir Faire with French Food*

At the end of the allotted time for working on the skits, there is a special skit presentation day. The students participate in the evaluation process because it forces them to think about the language being used by their peers while they enjoy the presentations. Each of the students is given an evaluation sheet and asked to confidentially grade the other students on the assignment objectives. It is helpful for the teacher to use the same evaluation chart in order to grade the students quickly at the end of each presentation. The teacher collects the student evaluations and chooses whether to consider them in his evaluation of the presentation. The teacher also grades the written skits, using the objectives set forth in the assignment as they apply to the written work: effort, correct usage of the words and phrases in the skit, and correct completion of the assignment (Did the students use one of the topics assigned as a choice? Did they use words and phrases that they already knew? Did they include any of the specified grammatical structures?).

**Performance-Based Evaluation**

| Student name | Individual effort | Group effort | Pronunciation | Usage of Words/ Phrases | Assignment fulfilled | | | Final grade |
|---|---|---|---|---|---|---|---|---|
| | | | | | topics | grammatical structures | known words and phrases | |
| | | | | | | | | |

The illustrative learning activity and prototype assessment titled *Savoir Faire with French Food* are reprinted with permission from Karen Maddock, French teacher, High Horizons Magnet School, Bridgeport, Connecticut.

## SAMPLE 1.1, GRADES 5-8

### Student Work Exemplar

*Savoir Faire with French Food*

# LA FÊTE
# DE
# LAURENT

REALISÉ PAR
MADAME KAREN MADDOCK
PROFESSEUR DE FRANÇAIS
HIGH HORIZONS MAGNET SCHOOL
BRIDGEPORT, CONNECTICUT

Student work exemplar has been retyped without any corrections to the student work and is reprinted with permission from the parents or guardians.

# AVEC:

| | |
|---|---|
| Denise | Demetria E. |
| Marie-Élise | Melissa C. |
| Laurent | Lien L. |
| Nadine | Natasha R. |
| Jean-Michel | Michael K. |
| Marc | Marc S. |
| Maman | Laura F. |
| Thèrése | Tamyka B. |
| Guillaume | William N. |

## Acte I

### Denise et Marie-Élise

**Denise:** Bonjour!

**Marie-Élise:** Salut!

**Denise:** Qui es-tu?

**Marie-Élise:** Je suis Marie-Élise. Marie-Élise Cole. Et toi?

**Denise:** Je m'appelle Denise. (La poignée de mains.) Est-ce que tu vas à la fête de Laurent?

**Marie-Élise:** Oui. Je vais à la fête de Laurent. Et toi?

**Denise:** Moi aussi. Allons ensemble. Il donne la fête pour l'anniversaire de Nadine.

**Marie-Élise:** Oui. Elle a quatorze ans aujourd'hui.

## Acte II

### Laurent, Marie-Élise, Denise, Nadine, Maman

**Laurent:** Bonjour Marie-Élise. Bonjour Denise. (La poignée de main.) Comment allez-vous?

**Marie-Élise:** Je vais bien, Laurent, et toi?

**Denise:** Oh, très bien, Laurent.

**Laurent:** Moi aussi. Je vais bien. Et voilà Nadine.

**Marie-Élise et Denise:** Oh bonjour Nadine. (La bise.)

**Nadine:** Salut Denise. Salut Marie-Élise.

**Marie-Élise:** Bon Anniversaire!

**Denise:** Bon Anniversaire! Tu es quatorze ans aujourd'hui, n'est-ce past?

**Nadine:** Oui. J'ai quatorze ans aujourd'hui.

**Denise:** Qui est ce garcon?

**Nadine:** Qui? Jean-Michel?

**(continued)**

## Acte II, continued

**Denise:** Non. Avec Jean-Michel. Il est grand. Il est brun. Il regarde la télé avec Jean-Michel.

**Nadine:** Il est aussi intelligent et très sympathique. Il s'appelle Marc.

**Denise:** Danse-t-il bien?

**Nadine:** Oui. Il danse très bien. Maintenant ils regardent un match de football.

**Jean-Michel:** Va!...............Va!...............

**Marc:** Va!...............Va!...............

**Jean-Michel et Marc:** Oh! Zut alors!

**Maman:** (De la cuisine.) Bonjour Denise! Ça va?

## Acte III

### Maman, Denise, Marie-Élise

**Maman:** Bonjour Denise. (La bise.)

**Denise:** Bonjour Madame...je vous présente Marie-Élise Cole.

**Maman:** Bonjour Marie-Élise. (Shake hands.)

**Marie-Élise:** Enchantée Madame.

**Denise:** Qu'est-ce que vous faites?

**Maman:** Je prépare une pizza.

**Marie-Élise:** Ooh! Une pissaladiére! J'adore la pizza.

## Acte IV

### Laurent et ses amis

**Laurent:** Dansons! (Tout le monde danse.)

## Acte V

### Maman, Laurent, et tous les amis

**Maman:** Et maintenant, mangez tout lemonade, mangez!

**Tous:** Ummm! Oooh! Délicieux! Etc.

**Marc:** Les sandwichs sont excellents. Je les aime beaucoup. (À Denise.) Est-ce que tu aimes les sandwichs.

**Denise:** Oui. J'aime les sandwichs au jambon.

**Jean-Michel:** (En prenant un lait au chocolat.) Moi, Je n'aime pas le coca cola. Je préfère le lait au chocolat. Qu'est-ce que tu préfères?

**Denise:** Je préfère l'Orangina.

**Maman:** Et maintenant, le gâteau.

**Tout le monde:** Bon Aniversaire (La chanson).

## Acte VI

### Laurent, Marie-Élise, Denise les voix de autres

**Marie-Élise:** Merci Laurent. C'était une très bonne fête. (La poignée de main.)

**Denise:** Merci Laurent. (La poignée de main.)

**Laurent:** Au revoir Marie-Élise. Au revoir Denise. À bientôt! Au revoir tout le monde!

**Les Voix:** Au revoir!......Au revoir Laurent!...À bientôt!

## Acte VII

### Denise

(Plus tarde ce soir - là Denise écrit dans son journal.)

**Denise:** Il s'appelle Marc. Il est grand. Il est brun. Il est intelligent. Il est très sympa....et il danse très bien.

**FIN**

## CONTENT STANDARD 2: Communication (Interpretive Mode)

*In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.*

### K-12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will assure that students:

- identify people and objects in their environment, based on oral and written descriptions;
- comprehend short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school;
- comprehend the main ideas contained in videos or television programs on familiar topics;
- comprehend brief notes on familiar topics, including daily activities at home or school;
- comprehend the principal message in highly illustrated texts in which cognates are used, including stories, newspaper articles and advertisements;
- comprehend the main idea of orally related personal anecdotes, familiar fairy tales and other narratives based on well-known themes;

**(continued)**

Educational experiences in **Grades 5-8** will assure that students:

- comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest;
- understand the main ideas, themes and some details from authentic television, radio or live presentations on topics that are of interest to themselves as well as their peers in the target culture;
- comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, e.g., personal letters, electronic mail, pamphlets, advertisements and illustrated newspaper and magazine articles;
- identify the principal characters and comprehend the main ideas, themes and significant details when reading authentic literary texts that have been adapted for student use;

**(continued)**

Educational experiences in **Grades 9-12** will assure that students:

- understand the main ideas and relevant details of extended discussions, lectures and formal presentations on topics related to daily life and/or historical or contemporary themes in the target culture;
- understand the main idea or plot and relevant details or subplots of radio or television programs, films or other forms of media designed primarily by native speakers of the target language;
- comprehend the main ideas and relevant details of live and recorded presentations of culturally significant songs, folk tales, comedies and anecdotes;
- comprehend the main ideas and significant details of full-length feature articles in newspapers and magazines on topics of current or historical importance in the target culture; and

**(continued)**

## K-12 PERFORMANCE STANDARDS, continued

Educational experiences in **Grades K-4** will assure that students:

- comprehend the main ideas and identify the principal characters when reading poems, short folk tales and illustrated stories; and
- recognize and respond appropriately to voice inflection that indicates, for example, a question, statement or command.

Educational experiences in **Grades 5-8** will assure that students:

- sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution;
- work individually to collect data on familiar topics from various print and electronic resources; and
- begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues.

Educational experiences in **Grades 9-12** will assure that students:

- recognize the characters and the significance of their roles when reading authentic literary texts and comprehend the main plot and relevant subplot(s).

BEST COPY AVAILABLE

# ILLUSTRATIVE LEARNING ACTIVITIES 1.2, GRADES K-4

## 1. *Once upon a time . . .*

Young students are very receptive to fairy tales. By using dramatizations and illustrating them with puppets, visuals, flannel board characters or stuffed animals, their teacher can present a fairy tale in the target language. Although the children may have limited knowledge of the target language, it is likely that they are already familiar with the story line of the fairy tale from similar or related tales in English. To demonstrate their understanding of the fairy tale, the children draw or paint the characters and their actions.

## 2. *Tiny Ambassadors*

Teachers from a third-grade Japanese class in Waterbury, Connecticut and a third-grade English class in Shizuoka, Japan meet at a language teachers' conference and decide to establish a pen-pal relationship between their classes. Each class spends time discussing the location, weather, housing and schools of their respective pen pals' hometowns. The students in Japan prepare and send decorated Christmas cards that include traditional greetings and simple personal information, such as their age and hobbies, in English.

Each student in the Waterbury class receives a Christmas card and prepares a Japanese-style New Year's card to send in reply. On the front of their cards, the students write New Year's greetings in Japanese that they have practiced both in class and as homework assignments. They also draw the appropriate Asian calendar animal for the current year. On the back of the card, assisted by their teacher, the students add personal information in simple Japanese phrases and some English phrases as well. Each student then has her or his picture taken and affixes it to the back of the card.

Follow-up activities to this initial exchange may include a video in which students use simple target language phrases to introduce themselves and describe various rooms in their respective schools. In addition, exchanges can be made at appropriate Japanese and American holiday times and, if possible, over the Internet. Prior to summer vacation, each student receives the home address of his or her pen pal in anticipation of continued correspondence over the summer.

*Tiny Ambassadors* is reprinted with permission from
Jessica Thurrott, Japanese teacher,
Maloney Magnet School, Waterbury, Connecticut.

# ILLUSTRATIVE LEARNING ACTIVITIES 1.2, GRADES 5-8

## 1. *Roman Family Roles*

Students read a simple story in Latin that includes the terms for family members (*mater, pater, soror, frater, filius, filia, servus, serva*). They gain an understanding of the membership of the Roman *familia*. They become knowledgeable about the role of authority in the Roman family, which derives from the power of the *paterfamilias*. They learn to distinguish between *liberti* and *servi*, and find out about the derivations of these two Latin words. The students engage in a role-playing activity in which they adopt the *persona* of a member of a Roman *familia*.

## 2. *Environmental Awareness*

In their science class, eighth-grade students read an article in English concerning environmental awareness. In their world language class, they read a brief article in the target language on the same topic and compare and contrast its content with that of the article in English. The students express their conclusions via E-mail to pen pals in the target culture.

# ILLUSTRATIVE LEARNING ACTIVITIES 1.2, GRADES 9-12

## 1. *Vive Le Sport!*

Students in a French II class have been studying a unit on sports. Their teacher distributes a selection of French sports magazines to the students, who scan the magazines and read selected articles. They make lists of significant information from the articles, such as the names of famous French athletes, the rules for various games, the locations where various sports are played, and the role of the spectators. They create parallel lists for American sports and then compare the sports profiles of both countries. As a culminating activity, after the teacher has helped the students to brainstorm about the necessary vocabulary and grammatical structures, they write individual summaries in French in which they compare and contrast sports in France and the United States.

## 2. *Women in Virgil's Aeneid*

Latin students read *The Aeneid* IV, 9-29. They look up, list and are tested on vocabulary from the passage. The students also read the passage aloud and then scan it by marking elision, quantities, foot divisions, caesura, and ictus and accents on selected lines; they identify verbs in the contrary-to-fact condition in lines 15 to 19. They translate the entire passage. They extract information about the character of Dido from their translations. They write a paragraph about the effect of the metrics on the translated passage. They discuss the concept of *pudor* in ancient times, and relate it to modern concepts of "self". They compare and contrast modern and ancient women, considering Dido as an exception to the traditional role of ancient women. They write an essay in English about the role of women in Virgil's world.

## 3. E-mail Correspondence

In order to practice written communication, students log onto the Internet to communicate with speakers of the target language, using addresses that have been provided to them by their teacher. They establish a connection with a native speaker, and actively communicate for 15-minute intervals that are designated by their teacher. The students also maintain a journal that details their correspondence.

# SAMPLE 1.2, GRADES K-4

## ILLUSTRATIVE LEARNING ACTIVITY

### *What Clothes Do We Pack?*

Students at the German School of Connecticut learn about summer and winter clothing needs. They pretend to take a trip in the summer and a trip in the winter. The teacher introduces summer/winter clothing vocabulary and dresses up a doll or dolls or students who volunteer to be dressed. Examples: *Im Winter ist es kalt. Du brauchst einen Schal. Der Schal ist warm. Hier ist der Schal. Es ist Sommer. Der Sommer ist heiss. Hier sind die Sandalen*, etc. The teacher writes the articles and nouns for the clothing items in the target language on the board. During the guided practice period, the teacher directs students to undress the summer/winter doll(s) or remove the special clothing items from students who have volunteered, practicing pronouncing, reading and writing the vocabulary items. Students group the vocabulary items into summer and winter clothes on the board.

Various games may follow:

(1) Two teams play. One team draws articles of clothing on the chalkboard. The other team names the items and writes the names under the drawings. One team hides one of the pieces of clothing, and the other team guesses what is missing. If the team guesses correctly, they earn a point. The items that have been guessed correctly are written on the chalkboard.

(2) Two teams play. One team puts four clothing items together – three winter items and one summer item. The other team guesses what does not belong in the group (the summer item), and earns a point for each item that they guess correctly. The words for the items that do not belong are written on the board.

*What Clothes Do We Pack?* is adapted from "Kleidung: Sommer und Weinterkleidung" from *Jump into German*, a project of the German Language School Conference, Inc., Danbury, Connecticut, 1992, and is reprinted with permission.

# SAMPLE 1.2, GRADES K-4

## PROTOTYPE ASSESSMENT

### *What Clothes Do We Pack?*

Students will demonstrate (a) knowledge of summer and winter clothes vocabulary and (b) knowledge of linguistic elements (*die, das, der/den*). Students choose to go on vacation either in the summer or the winter and pack a suitcase with personal items. Depending on the age, proficiency level and instructional objective(s), different variations of the assessment task are possible. The teacher should ensure that the assessment activity remains playful and personal and retains elements of an *information gap* activity in which the answer is not obvious because it is not visible.

**Variation 1: Vocabulary recognition**

Use worksheet #1 (page 33). Before you begin to write, think about whether you want to go on a summer or winter vacation. Depending on your choice, pack a summer or winter suitcase. Pack the most important summer or winter clothes first. Copy the words from the list into the appropriate suitcases.

**Variation 2: Dictation: vocabulary recognition**

Use worksheet #2 (page 34). The teacher will "give" you (dictate to you) clothes and you will "pack" (write) them in the correct winter or summer suitcases.

### Scoring Rubric

| | # of correct placements in suitcase (recognitions/recalls) | Effort | Orthographic mistakes (total words correct/ incorrect) | Linguistic elements (total amount of articles correct/incorrect |
|---|---|---|---|---|
| POINTS | 1-6 or 1-12 | 1-4 (very good, good, inadequate) | 1-6 or 1-12 | 1-6 or 1-12 |

*What Clothes Do We Pack?* is adapted from "Kleidung: Sommer und Weinterkleidung" from *Jump into German*, a project of the German Language School Conference, Inc., Danbury, Connecticut, 1992, and is reprinted with permission.

## SAMPLE 1.2, GRADES K-4

### PROTOTYPE ASSESSMENT, WORKSHEET #1

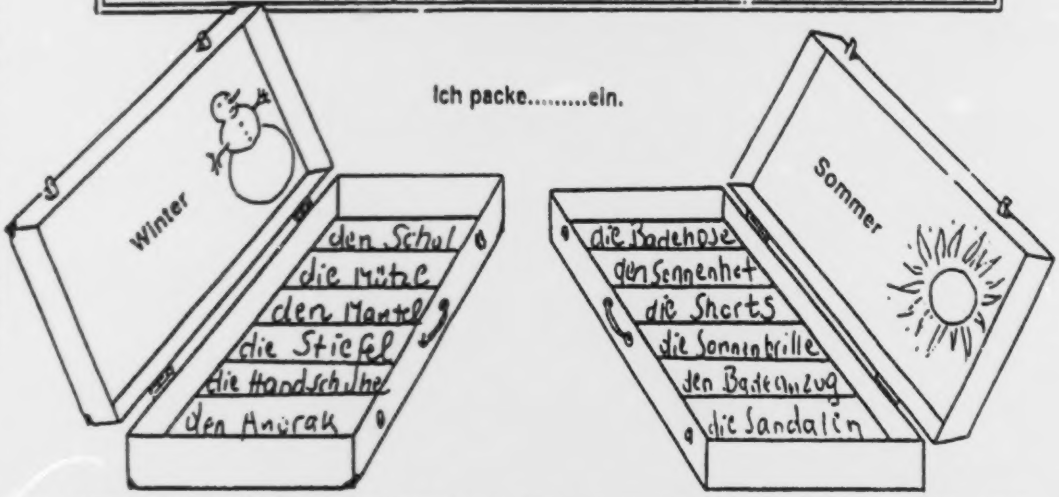
(Student name)

TOPIC: Kleidung
Worksheet #1 6-)

SUBTOPIC: Sommer- und Winterkleidung
Speech Emergence

| | | |
|---|---|---|
| der/den Schal | der/den Mantel | der/den Badeanzug |
| die Mütze | die Stiefel | die Sandalen |
| die Badehose | die Shorts | die Handschuhe |
| der/den Sonnenhut | die Sonnenbrille | der/den Anorak |

Ich packe.........ein.



den Schal
die Mütze
den Mantel
die Stiefel
die Handschuhe
den Anorak

die Badehose
den Sonnenhut
die Shorts
die Sonnenbrille
den Badeanzug
die Sandalin

Wir packen einen Koffer für den Sommer, einen für den Winter. Sortiere die Kleidungsstücke in den richtigen Koffer.

Worksheet #1 from *Jump into German* is reprinted with permission from the German Language School Conference, Inc.

Student work has been reproduced without any corrections to the student work and is reprinted with permission from the parents or guardians.

BEST COPY AVAILABLE

*What Clothes Do We Pack?*

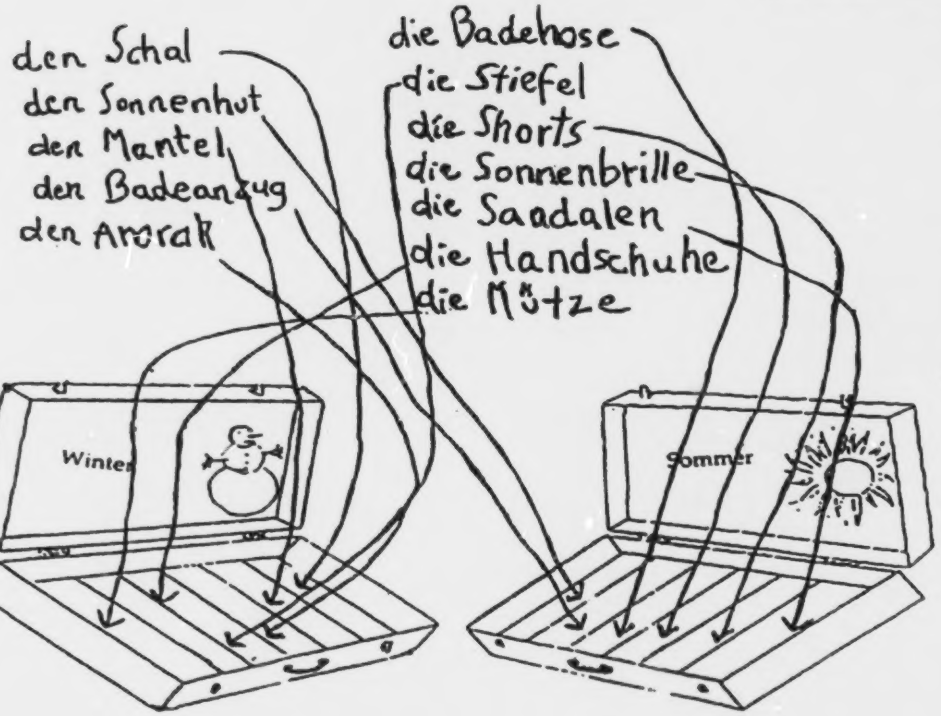
## SAMPLE 1.2, GRADES K-4

### STUDENT WORK EXEMPLAR, WORKSHEET #2

**Wir packen einen Koffer für den Sommer, einen für den Winter.**
**Sortiere die Kleidungsstücke in den richtigen Koffer.**

**Ich packe ................................................ ein.**

(Student name) ____________________



den Schal
den Sonnenhut
den Mantel
den Badeanzug
den Arorak

die Badehose
die Stiefel
die Shorts
die Sonnenbrille
die Saadalen
die Handschuhe
die Mütze

**Topic: Kleidung**
**Worksheet # 2**

**Subtopic: Sommer- und Winterkleidung**

**FROM: *JUMP INTO GERMAN***
**AATG, 1992**

Student work has been reproduced without any corrections to the student work and is reprinted with permission from the parents or guardians.

## CONTENT STANDARD 3: Communication (Presentational Mode)

*In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.*

### K-12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will assure that students:

- give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments;
- recite poetry, songs, proverbs or short anecdotes that are familiar to their peers in the target culture;
- create lists of items necessary to plan activities that might take place in their daily lives or in the target culture, such as a birthday party or picnic; and
- write short, informal notes in which they describe or provide information about themselves, their friends and families and their school activities.

Educational experiences in **Grades 5-8** will assure that students:

- make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas;
- prepare recorded audio or video messages in the target language for their peers in the target culture on topics of personal interest in their daily lives;
- present short plays and skits, recite selected poems and anecdotes and perform songs in the target language;
- write notes or short letters in the target language to peers in the target culture on topics of shared personal interest, including daily events and activities;
- prepare a diary of their daily activities and those of their families and friends in the target language;

**(continued)**

Educational experiences in **Grades 9-12** will assure that students:

- write letters in the target language to peers in the target culture, describing and analyzing current events of mutual interest;
- prepare oral presentations and/or written summaries on topics of current or historical interest in the target language;
- perform scenes from plays and/or recite poems or excerpts from short stories in the target language;
- prepare oral and/or written analyses in the target language of the plot, character descriptions and development, and themes found in authentic target-language literary works, including poems, short stories and short works of fiction or nonfiction;
- describe, express opinions about and analyze in the target language stories, plays, poems and other literature, as well as radio programs, music, films and art; and

**(continued)**

## K-12 PERFORMANCE STANDARDS, continued

Educational experiences in **Grades 5-8** will assure that students:

- summarize the plot and provide brief descriptions of characters in selected poems, short stories, folk tales and anecdotes in the target language; and
- effectively use repetition, rephrasing and gestures to help communicate meaning in the target language.

Educational experiences in **Grades 9-12** will assure that students:

- use a dictionary or thesaurus written entirely in the target language to select appropriate words for use in preparing written and oral reports.

BEST COPY AVAILABLE

# ILLUSTRATIVE LEARNING ACTIVITIES 1.3, GRADES K-4

## 1. *See, Say and Sing!*

Children in Italian classes learn Italian songs for a school assembly and for a presentation to their parents. They act out the songs in pantomime. They memorize the phrases and their lines in rhythm, singing each one.

## 2. *Rainforest Crunch*

Students in a fourth-grade science class gather information about rain forests around the world, including those in South America. These students then apply this information to their study of Spanish. They develop Spanish vocabulary lists related to the following topics: animals, insects, flowers, scientific terms, parts of the rain forest, countries, etc. In small groups as well as individually, students create picture books, large drawings, bulletin board displays, games, poems, rhymes and songs, and complete other projects in Spanish that demonstrate their understanding of information about the rain forest as well as related vocabulary from their science, music, art and social studies classes. They present the projects to their classmates and the materials are used in a library display.

## 3. *One, Two, Buckle My Shoe!*

In Elizabeth Jackson's Portuguese class, students hear this counting rhyme and recite the corresponding "one, two, buckle my shoe." They learn why we have such rhymes and what this one tells us about Brazil. There is discussion of how rhymes function as learning tools (rhyme, repetition, order, rhythm). The rhyme is recited every day as part of the classroom routine until each student has memorized all or parts of it.

Um, dois, feijão com arroz
Três, quatro, feijão no prato
Cinco, seis, feijão para nós três
Sete, oito, comeu biscoito
Nove, dez, bolo inglês.

PASTORIL
AMARO FRANCISCO

*One, Two, Buckle My Shoe!* is adapted with permission from Elizabeth Jackson, Portuguese teacher, East Rock Magnet School, New Haven, Connecticut.

# ILLUSTRATIVE LEARNING ACTIVITY 1.3, GRADES 5-8

## 1. *Quo Vadis - I, II, III?*

As a culminating activity, seventh- and eighth-grade Latin students who have been studying the Latin numerical system produce a Roman counting book that is appropriate for young children. The students select or create culturally authentic scenes of Romans, Roman animals and Roman market items to which they can easily apply numerals. They place new vocabulary on each page of the book and label and number characters, people, pages and events. The students then use the book to teach Latin numbers to fifth- and sixth-grade beginning Latin students.

# ILLUSTRATIVE LEARNING ACTIVITIES 1.3, GRADES 9-12

## 1. *Grave Matters!*

As part of their preparation for German American Day and Unification Day, students in Frau Lister's German classes visit a local cemetery in Rockville, Connecticut to identify the graves of German settlers who helped to establish the cloth mills of Northeast Connecticut. They make gravestone rubbings on newsprint, which they return to the classroom for display. Beginning German students practice saying the names and dates in German. Advanced students create German characters for the names. The characters receive ages, addresses, families and occupations suitable to the time frame and location. The advanced students also create scenarios about the settlers' departure from Europe and their arrival in the United States. Students then consult local Lutheran churches that were founded by Germans to determine which German families still live in town. Students contact those families and make a presentation of their findings/activities in order to interest those families in having their children learn German.

## 2. *. . . Lend Me Your Ears!*

In anticipation of the Connecticut State Latin Day competition, advanced Latin students who have been studying Roman oratory prepare to compete in the Declamation Contest by practicing speaking Latin in the manner of the Roman orator Cicero. The teacher presents the class with the text of the speech, and working in small groups, the students develop vocabulary lists and prepare questions on grammatical points. Together, the class translates the speech. They also mark the text for oral presentation by including phrasing, pauses, mannerisms and hand motions. They practice speaking the passage in pairs. The class members then select the best orator to represent them in the contest.

On the day of the contest, the student orator competes with students from 30 other Connecticut schools. The four best orators, who demonstrate superior speaking techniques and understanding of the selection, are awarded ribbons of distinction.

Connecticut State Latin Day has been organized and sponsored by the Classical Association of Connecticut, Inc., and its predecessor, the Connecticut Section of the Classical Association of New England, for the past 18 years. In 1997, 2,200 students from 51 schools, dressed in appropriate costume (tunics and togas), participated in Connecticut State Latin Day. The day's activities include academic, athletic, artistic and musical events.

*Grave Matters!* and *. . . Lend Me Your Ears!* are reprinted
with permission from Nancy Lister, German and Latin teacher,
Vernon Public Schools, Vernon, Connecticut.

# SAMPLE 1.3, GRADES 5-8

## ILLUSTRATIVE LEARNING ACTIVITY

### *Poetic Insight*

As part of a poetry unit, Latin students are asked to write an original poem using ablative and accusative prepositional phrases. Students are encouraged to compose their poem using word processing and graphics generated by a computer. Upon completion of the project, the students recite their poems to their peers.

## PROTOTYPE ASSESSMENT

### *Poetic Insight*

The students are assessed on the basis of the following criteria:

| POINTS | CRITERIA |
|---|---|
| 0-5 | **The poem includes 5 prepositional phrases followed by a subject and verb** |
| 0-5 | **Prepositions are correctly followed by either the ablative or accusative case** |
| 0-5 | **Nouns are in the correct declension/gender/number** |
| 0-5 | **Subjects and verbs agree in number** |
| 0-5 | **Artistic presentation** |

The illustrative learning activity and prototype assessment titled *Poetic Insight* are reprinted with permission from Berjouhi Spencer, Latin teacher at Henry James Memorial School, Simsbury, Connecticut.

## SAMPLE 1.3, GRADES 5-8

### STUDENT WORK EXEMPLAR

*Poetic Insight*

E villa,
Per agros,
In silvam,
Ad rivum,
Cum cane,
Puella currit libera.

(Student name)

Out of the farmhouse,
Through the field,
Into the woods,
Towards the river,
With a dog,

Student work exemplar has been retyped without any corrections
to the student work and is reprinted with permission from the parents or guardians.

# SAMPLE 1.3, GRADES 9-12

## ILLUSTRATIVE LEARNING ACTIVITY AND PROTOTYPE ASSESSMENT

### *Compañeros electrónicos*

**Participants** 67 students in Spanish III

**Learning Activity** Communicate with another student of unknown identity via electronic means.

**Student Outcomes**

- Become familiar with Spanish-English Bilingual Writer software.
- Learn how to save text, insert graphics, accents and punctuation, and print using a computer.
- Communicate in Spanish with someone unknown but of the same school who is also studying Spanish III.
- Learn basic writing format for personal letters.
- Practice writing narratives using different topics and tenses: present, present perfect, preterite, imperfect, future and conditional.
- Learn to write for the fun of communication with and discovery of someone unknown.

**Process** Spanish III students in three classes create their own pseudonyms to use in letters to an anonymous partner (compañero electrónico) from a different class.

Teacher assigns each pair to the same numbered floppy disk in the computer lab. Each class is scheduled for a full period 6 to 7 times over two quarters. Students who are absent or do not finish their letter of the day have to return in their free time to complete their correspondence. At each session, handouts are given describing the task and the format to use.

The illustrative learning activity and prototype assessment titled *Compañeros electrónicos* are adapted and reprinted with permission from Emily Peel, Spanish teacher, and Donna Brown, computer resource teacher, Wethersfield High School, Wethersfield, Connecticut. (Disk exchange idea created by Ann Barton, French and Spanish teacher, Wethersfield High School.)

## Compañeros electrónicos

| | |
|---|---|
| **Session 1** | Introduction to the computer lab. Instructions on the use of the Spanish-English Bilingual Writer software; how to add accents and special punctuation, insert graphics, save, retrieve and print work. |
| **Session 2** | Students write Letter A introducing themselves and asking some basic informational questions. They sign all letters using their pseudonym! (They have already received the personal letter format to use.) They print out a copy and give it to the teacher. |
| **Session 3** | Students read their Letter A and write Letter B, answering any questions and reacting to Letter A's content. They then describe their latest school vacation, using past tenses to narrate their activities, their opinion of the vacation and their reaction to being back at school. They print out Letter B. |
| **Session 4** | Students read their Letter B and compose Letter C, asking more questions or commenting on Letter B. They then describe four animals (stuffed toys, sculptures, photos or drawings) they have brought to class, including their favorite animal and why it is their favorite. They print out Letter C. |
| **Session 5** | Students read their Letter C and write Letter D, first commenting on what their anonymous partner has written and then describing their plans for April vacation using the future tense. They print out Letter D. |
| **Session 6** | Students reread all correspondence on the disk. In their final letter (E), they ask any questions they have not yet asked. They answer their partner's questions and then write a paragraph on what they would do if there were no classes that week, using the conditional tense. Finally, they add their reaction to having exchanged five letters with someone about whom they know a lot, but under a pseudonym. Then, using the Spanish "P.D."(P.S. in English), they reveal their real name to their partner. They print Letter E. |
| **Accountability** | Students *do* print out a copy of *each* letter as they complete it and give it to the teacher. It is reviewed, checked off, awarded points, returned to the student for review and placed in the student's classroom folder. Common problem areas and errors are then used as a focal point in class. Finally, up to 10 points per letter are awarded toward the final project grade, based upon timely completion and task compliance. |
| **Assessment** | An important component of this activity is enabling students to practice writing and communicating for fun. For that reason, only the final piece is assessed. Five categories are used: correct letter format; accuracy of spelling, including accent marks; punctuation; correct verb tense and forms; and overall comprehensibility to a native speaker. These 50 points are added to the 50 above for a total of 100. |

# *GOAL TWO*

## GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES

## CONTENT STANDARD 4: Cultures

*In at least one language other than English, students will demonstrate an understanding of the traditions, products and perspectives of the cultures studied.*

### K-12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will assure that students:

- recognize simple themes, ideas or perspectives of the target culture;
- use appropriate gestures and oral expressions for greetings, farewells and common or familiar classroom interactions of the target culture;
- participate in age-appropriate cultural activities, such as games, songs, birthday celebrations, storytelling, dramatizations or role-playing of the target culture;
- observe and identify tangible products of the target culture, such as toys, dress, types of dwellings, musical instruments and typical foods;
- identify and experience or read about expressive products of the target culture such as children's songs, selections from children's literature, and types of artwork that are enjoyed or produced by their peer group in the target culture; and

**(continued)**

Educational experiences in **Grades 5-8** will assure that students:

- observe, identify and discuss patterns of behavior or interaction that are typical of their peer group in the target culture;
- use appropriate verbal and nonverbal behavior for daily activities among peers and for activities or contexts that include adult interaction;
- participate in age-appropriate cultural activities, including but not limited to adolescent games (e.g., card, board and outdoor games), sports-related activities, music and television;
- identify, analyze and evaluate themes, ideas and perspectives that are related to the products being studied;
- search for, identify and investigate the function of products from the target culture that are found in that culture's homes and communities; and

**(continued)**

Educational experiences in **Grades 9-12** will assure that students:

- identify, discuss and analyze various patterns of behaviors or interactions that are typical of the target culture;
- identify, analyze and evaluate themes, ideas and perspectives that are related to the target culture;
- successfully interact in a variety of cultural contexts that reflect both peer-group and adult activities within the target culture, using the appropriate verbal and nonverbal clues;
- identify, analyze and evaluate themes, ideas and perspectives related to products of the target culture;

**(continued)**

## K-12 PERFORMANCE STANDARDS, continued

Educational experiences in **Grades K-4** will assure that students:

- identify, discuss and create different types of artwork that are enjoyed or made by their peer group in the target culture.

Educational experiences in **Grades 5-8** will assure that students:

- identify and experience or read about and discuss expressive forms of the target culture in order to explore their effects on the larger community. [These forms include popular music or dance; appropriate authentic texts, e.g., children's magazines, comic books or literature; and common artwork, such as typical cultural designs that are used for clothing, pottery, ceramics, paintings and architectural structures.]

Educational experiences in **Grades 9-12** will assure that students:

- identify and experience or read about and discuss expressive products of the culture, including, but not limited to, literature, periodicals, videos, commercials and the fine arts; also assess the significance of these products in the larger community; and
- identify and analyze products of the target culture, such as social, economic, legal and political institutions, and explore the relationships between these institutions and the perspectives of the culture.

# ILLUSTRATIVE LEARNING ACTIVITIES 2.4, GRADES K-4

## 1. *Bonjour, Madame*

A French teacher discusses the notion of respect with her class. They talk about the importance of demonstrating respect by including the formal title of certain people such as teachers, shopkeepers and adult acquaintances when addressing them. The class compares and contrasts how children in the United States and France address their teachers. Upon entering the classroom, the students greet their teacher by saying "*Bonjour, Madame*" (or *Mademoiselle* or *Monsieur*). The teacher returns the greeting, using the child's first name when the child has correctly initiated the greeting ("*Bonjour, Sophie*").

## 2. *Daruma-san*

As part of a celebration of the Japanese New Year, students learn about the *Daruma-san*. The *Daruma* is a red and black, round-shaped figure that stands back up if pushed over. The Japanese use the *Daruma* to help them achieve various goals during the year. When the goal is set, they fill in one eye of the *Daruma*. Until the goal is reached, they may not fill in the other eye. Students agree to make their goal "to learn a lot of Japanese" by June of the school year. Each student colors a *Daruma* picture and affixes it to his or her Japanese folder. As a group, students repeat their pledge to "learn a lot of Japanese" and fill in one eye. The *Daruma* "looks" at the students, asking for his other eye every time they take out their folders. As a follow-up activity, students learn the *Daruma* "staring game" in which students recite a special poem in Japanese and then stare at their partner until one person, the loser, laughs or looks away.

## 3. *El Día de los Muertos*

Students in Spanish class are studying a unit on how various holidays are celebrated in Spanish-speaking countries. When they arrive at class on November 1 and 2, they see an "altar" with a collection of *calaveras*, paper flowers, articles and artifacts from Mexico. They are given a copy of a *calavera* to color. The class discusses how *El Día de Los Muertos* is celebrated in Mexico. Class activities include creating tombstones with epitaphs, demonstrating the procedure of creating sugar masks, reading selected stories about the holiday, writing false obituaries for the newspaper, creating an *ofrenda*, role-playing situations at cemeteries as souls "return" for the celebration, and making *pan de muerto*.

# ILLUSTRATIVE LEARNING ACTIVITIES 2.4, GRADES 5-8

## 1. *Pierogi or Golabki?*

As part of a unit on Polish food, a seventh-grade class learns the appropriate expressions that one uses to order a meal in a Polish restaurant. Their teacher distributes authentic Polish and American menus to the class. Subsequently, the class compares and contrasts the variety of courses and the order in which they are served in Poland and the United States. The students then role-play going to a Polish restaurant and ordering a meal.

## 2. *Aztec Pretenders*

In a unit on Mexico, students at a Fairfield County middle school study the Aztecs. They discuss how this ancient civilization influenced traditions, customs and language in modern-day Mexico. Among other topics, their discussion includes today's open-air markets, which are similar to their ancient prototypes, as well as contemporary Mexican foods of Aztec origin.

As a culminating activity, students complete the following performance-based task:

*You have been selected to take part in a secret government project on time travel. Only individuals with highly developed imaginations and creative talents have been chosen to participate. Several archaeologists working with National Geographic would like you to visit the year 1491 to research what life was really like for the Aztec Indians of Mexico prior to the Spanish conquest. Here are some things you must do in order to get started:*

- *create a character from Aztec times whose identity you will assume on your "trip;"*
- *develop a craft that your character would use in his or her daily life;*
- *identify some common Mexican foods with Aztec origins; and*
- *with a group of other "time travelers," research one of the following topics for an oral presentation: food, religion/rituals, daily life, children, technology/inventions.*

## 3. *Latin Roots are Everywhere!*

Latin students study the present-day impact of Latin and Roman cultures on their community. They discover modern uses and applications of ancient buildings/structures, laws and government institutions, mottoes, and mythological or historical references used in advertising/commercialism. In recognition of the vast influence of the Latin culture and language on modern society, the students use various media and technology to produce a pro-Latin presentation (including interviews with current and former Latin students) to be shown to prospective students, parents, school boards, etc.

# ILLUSTRATIVE LEARNING ACTIVITIES 2.4, GRADES 9-12

## 1. *Je mange, donc je suis.*

An intermediate French class studies a unit on French cuisine using the popular expression *je mange, donc je suis* as their *point de depart*. They explore gastronomy as a treasured part of French cultural identity, addressing questions such as: What does the organization of the eating ritual say about the French? How do eating and drinking structure French time? How is food related to class, gender, time and space? These questions lead the students into a discussion in which students compare and contrast the role food plays in France and the United States.

The students complete various classroom activities — oral, written and performance (skits). For example, students may produce a video of themselves eating in the manner of the French (e.g., knife and fork positions, eating an apple with a fork and knife, or eating *un oeuf a la coque* in an egg stand).

## 2. *The Year of the Dog*

High school students prepare for a Chinese New Year's celebration in their second-year Chinese class. They read materials in Chinese and English that describe the celebration and explain several aspects of the tradition. They also watch a videotape that explains the extensive preparations for the New Year. The students then discuss the perspectives, products and practices depicted in the reading and the video, comparing their own experiences celebrating the American New Year with those of the Chinese people.

In recognition of the New Year, the students make origami good-luck wishes and red envelopes for money. One day is spent designing cards and invitations for the New Year's celebration. Special attention is paid not only to the wording for the event but also the appropriate colors. The students learn how to care for the calligraphy set, grinding ink and washing brushes, and practice the basic strokes before writing the characters on rice paper. The calligraphy work is then displayed in the school library prior to the celebration. The classes listen and learn the words to a New Year's song and practice dance steps. After making a lion's head, they perform the lion dance for the school and the community.

*The Year of the Dog* is adapted and reprinted with permission from
*Standards for Foreign Language Learning: Preparing for the 21st Century*,
Sample Learning Scenario *New Year's Celebration*, 85.

## 3. *Documentary Filmmaking*

Students in a fourth-year German class have spent the past three weeks reading *Damals war es Friedrich*, a novel by Hans Peter Richter that focuses on the relationship of a Jewish and a non-Jewish boy growing up during the 1930s. After discussing various literary aspects of the novel, the students brainstorm and decide to produce a "documentary" film based on the historical period depicted in the novel, and focused on the impact of that time period on various families. Some students find sources through German or Jewish organizations and interview members of the community who lived in Germany during that time period; these interviews are videotaped. Other students write scripts for scenes from the book, emphasizing the Jewish boy's perspective. Members of the class take on various roles in these scenes, and they are also videotaped. The group also views several films about the time period, including "Europa, Europa," "Die WeiBe Rose" and "Schindler's List," and selected parts of documentary films on "Entartete Kunst" (Degenerate Art) and filmmaker Lili Reifenstahl. After editing and adding introductory and closing comments, the 25-minute film is shared with the class and the community through local access television.

*Documentary Filmmaking* is adapted and reprinted with permission
from *Standards for Foreign Language Learning: Preparing for the 21st Century*,
Sample Learning Scenario *Literature-based Project*, 82.

## SAMPLE 2.4, GRADES K-4

### ILLUSTRATIVE LEARNING ACTIVITY

### *Más personas importantes*

In Cassandra Butler's classes, students are assigned names representative of the language and culture. For instance, in her Spanish classes, "Elizabeth" becomes "Isabel." To add extra meaning to the name, students are assigned the full and complete names of individuals, whether fictional or real. Therefore, "Isabel" becomes "Isabel Allende," a popular, internationally respected writer from Chile. "John" becomes "Juan," who in turn becomes Spanish artist "(Juan) Miró." This provides a way to "squeeze in" cultural and vocabulary exposure as well as sources of role models that the otherwise crowded curriculum might not allow.

**Examples:**

**Nombres: Alumnos**

| | |
|---|---|
| **RUBEN BLADES** | cantante de salsa, político, actor de Panamá |
| **SALVADOR DALI** | artista muy diferente de España |
| **ERNESTO ZEDILLO** | político y presidente de México |
| **OSCAR ARIAS** | político, el ex-presidente de Costa Rica y el ganador del Premio Nobel de Paz |
| **ROBERTO CLEMENTE** | deportista de béisbol y humanitariano de Puerto Rico |
| **NICOLAS GUILLEN** | poeta afro-antillano de Cuba |
| **DIEGO RIVERA** | artista y muralista de México |
| **ANDRES SEGOVIA** | guitarrista de fama internacional de España |
| **CUAUHTEMOC** | el último emperador de los aztecas... un gran héroe nacional de México |
| **ERNESTO CARDENAL** | poeta de Nicaragua |
| **PLACIDO DOMINGO** | cantante de ópera de México |

**Nombres: Alumnas**

| | |
|---|---|
| **VIOLETA CHAMORRA** | viuda y la ex-presidenta de Nicaragua |
| **FRIDA KAHLO** | artista y la esposa de Diego Rivera |
| **LOLITA LEBRON** | política y heroina nacional de Puerto Rico |
| **RIGOBERTA MENCHU** | indígena, ganadora del Premio Nobel de Paz y heroina nacional de Guatemala |
| **JULIA DE BURGOS** | poeta muy celebrada de Puerto Rico |
| **DULCINEA** | la dama de Don Quijote en la novela de Miguel de Cervantes |
| **LA PASIONARIA** | apodo de Dolores Ibarruri, congresista y heroína de la República Española durante la Guerra Civil Española |
| **GLORIA ESTEFAN** | cantante de Miami |
| **LAURA ESQUIVEL** | escritora mexicana (famosa por su libro reciente Como agua para chocolate) |
| **ALICIA ALONZO** | bailarina y la directora de la compañía nacional de ballet de Cuba |
| **ARANXA SANCHEZ** | deportista de tenis de España |

**(continued)**

The illustrative learning activity and prototype assessment titled *Más personas importantes* (pages 50-55) are adapted and reprinted with permission from Cassandra Butler, Spanish teacher, Granby Memorial Middle School, Granby, Connecticut.

By Grade 3 or 4, students should be able to answer questions:

1. ¿De dónde eres...?
2. ¿Eres ... de Nicaragua o de Chile?
3. ¿Eres ... cantante o escritor/a?
4. ¿Qué sabes hacer muy bien? - ¿Qué te gusta hacer?

They might also enjoy commemorating important dates in the lives of these personalities.

# SAMPLE 2.4, GRADES K-4

## ILLUSTRATIVE LEARNING ACTIVITY

### *Más personas importantes*

### *Palabritas*
### (Bingo)

From the list provided, have students write names of famous people in the squares of the *Palabritas* card. Make sure that they write the names in a random order. One entire name goes into each square of the *Palabritas* card. (Keep on hand a stack of *Palabritas* cards that may be used from time to time as the schedule allows.) When each student has completely filled in all the squares, the game is ready to begin. Call out the names from the list in random order, checking off each name as it is called. Students will place a large "X" across each square as corresponding names are called. Then (as in bingo), when a series of five names in a row (horizontally, vertically or diagonally) have been called, the first student to shout "PALABRITAS" is the winner. Another opportunity to win is allowed if a lucky student is the first to shout "CUATRO RINCONES" or "four corners." "Four corners" means that the UPPER right, the UPPER left, the LOWER left and the LOWER right extremes are "Xed" out. So this fun game of chance allows two opportunities to win. It does not matter which is called first — "PALABRITAS" or "CUATRO RINCONES."

Rewards are at the teacher's discretion.

*Palabritas* is reprinted with permission from Cassandra Butler.

## SAMPLE 2.4, GRADES K-4

### ILLUSTRATIVE LEARNING ACTIVITY

***Más personas importantes***
**Juego de palabras:** ***Palabritas***

Nombre ______________________ Fecha ____________________

**Tarea para hacer ahora**

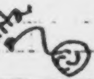
Scatter the names listed below in random order to fill all the squares of your *Palabritas* card.

LA PASIONARIA
FELIPE GONZALEZ
FRANCISCO VELAZQUEZ
PABLO PICASSO
GABRIEL GARCIA MARQUEZ
FIDEL CASTRO
VIOLETA CHAMORRA
RUBEN BLADES
MOCTEZUMA
CUAUAHTEMOC
ERNESTO ZEDILLO
OSCAR ARIAS
MIGUEL DE CERVANTES
SANCHO PANZA
LOS TAINOS
LOS AZTECAS
LOS INCAS
LOS MAYAS
JUAN MIRO
ANTONI GAUDI
SALVADOR DALI
PEDRO ALBIZU CAMPO
FRIDA KAHLO
DIEGO RIVERA
LOLITA LEBRON
NICOLAS GUILLEN
RIGOBERTA MENCHU
ISABEL ALLENDE
LAURA ESQUIVEL
FRANCISCO GOYA
ROBERTO CLEMENTE
AGOSTO CESAR SANDINO
LOLA FLORES
GLORIA ESTEFAN
ATAHUALPA
HERNAN CORTES
JUAN GRIS
JULIA DE BURGOS
ANDRES SEGOVIA
DON QUIJOTE
ARANXA SANCHEZ
SAN MARTIN DE PORRES
FEDERICO GARCIA LORCA
LUIS PALES MATOS
GUADALUPE
FEDERICO PENA
FRANCISCO GOYA
ANDRES ELOY BLANCO

## SAMPLE 2.4, Grades K-4

*Más personas importantes*

Juego de palabras: *Palabritas*

| | | | | |
|---|---|---|---|---|
| Rincón<br>La Pasionaria | Nicolás Guillen | Julia de Burgos | Diego Rivera | Atahualpa<br>Esquina |
| Pablo Picasso | Isabel Allende | Lolita Lebron | Rigoberta Menchu | Los tainos |
| Lola Flores | Ruben Blades | gratuita  | Andrés Eloy Blanco | Los Incas |
| Don Quijote | Juan Miro | Moctezuma | Roberto Clemente | Salvador Dali |
| Frida Kahlo<br>Esquina | Luis Pales Matos | Antoni Gaudi | Gloria Estefan | Alicia Alonso<br>Rincón |

| | | | | |
|---|---|---|---|---|
| Rincón | | | | Esquina |
| | | | | |
| | | gratuita | | |
| | | | | |
| Esquina | | | | Rincón |

BEST COPY AVAILABLE

# SAMPLE 2.4, GRADES K-4

## PROTOTYPE ASSESSMENT

### *Más personas importantes*

### *PRUEBITA*
### Nombres de personas importantes

Some very important people are speaking to you today. Can you guess who each person is? **Write the person's name in the space under each question.**

**5 = Excelente 4 = Muy bien 3 = Aprobado 2-1-0 = Caramba**

(One is Roberto Clemente; another is Rubén Blades; another is Antonio Gaudí; another is Rigoberta Menchú; and one is Frida Kahlo.)

1. Hola, soy de Panamá. Soy muy inteligente. Soy cantante. Soy actor. Soy político. Soy un señor increíble. ¿Quién soy yo?

2. Hola. Soy de Guatemala. Soy indígena. Soy la ganadora del Premio Nobel de Paz. Soy una señorita muy amable. ¿Quién soy yo?

3. Hola. Soy de México. Soy artista. Me gusta pintar. Me gustan las pinturas de Diego Rivera. Soy una señora rara. ¿Quién soy yo?

4. Hola. Soy de Carolina, Puerto Rico. Soy famoso. Me gusta jugar béisbol con los Pirates de Pittsburgh. Soy excelente. También soy humanitariano. ¿Quién soy yo?

5. Hola. Soy de Barcelona, España. Soy arquitecto. Mi iglesia es muy famosa. Soy muy diferente. ¿Quién soy yo?

*Pruebita* is reprinted with permission from Cassandra Butler.

## SAMPLE 2.4, GRADES 5-8

### ILLUSTRATIVE LEARNING ACTIVITY

### *Music is the Key!*
### *Geografía musical*

Students in Cassandra Butler's Spanish class devote a unit to learning how geography and history relate to certain musical instruments from Spanish-speaking countries. The class studies the countries, the locations of their capitals, and the music that is associated with a variety of geographical areas. The students handle maracas, castanets, rainsticks, conch shells, a zampona, a güiro and a conga drum. They compare the sound of the maracas to that of a rattlesnake, and the sound of a rainstick to that of falling rain. Aside from learning to appreciate the beauty of the instruments and the sounds they can create, the students also discover that many of these instruments have a utilitarian nature as well. For example, they learn that the rainstick was used to ward off evil spirits and the conch was used among the Aztecs of Mexico to communicate over long distances.

The class discusses where they would most likely have to travel to hear the most typical samples of different kinds of music. For example, they learn that the zampona originated in the Andes, the güiro is from the Caribbean and castanets are from Spain. They listen to tapes in order to recognize the music that is created by different instruments. To obtain samples of world music, Ms. Butler audiotapes world music programs on public radio and college radio stations.

As a culminating activity, students are told that they have been kidnapped and are blindfolded so they have no visual clues about their location. Then they listen to a short sampling of audiotape (approximately 25 seconds per sample) and try to guess where they are. For example, flamenco music tells them that they are probably in southern Spain; mariachi music tells them that they are likely to be in Mexico, etc. As they listen to the audiotape, they create artistic representations of a musical map of the Spanish-speaking world.

The illustrative learning activity and prototype assessment titled *Music is the Key!* are adapted and reprinted with permission from *Geografía musical* by Cassandra Butler, Spanish teacher at Granby Memorial Middle School, Granby, Connecticut.

# SAMPLE 2.4, GRADES 5-8

## PROTOTYPE ASSESSMENT WORKSHEET

### *Music is the Key!*
### *Geografía musical*

**Nombre**________________ **Fecha**__________________

You have been kidnapped by a fast-moving international kidnapping ring and are being held hostage until the abductors can decide what to do with you. You have been blindfolded and carted away to places that the abductors hope are very foreign to you. Fortunately, though, being the astute beneficiary of a high-priced accelerated course in cultural geography, you have learned to detect sounds so that you can guess where you are by the music you hear. Because of this, you can call home on your handy miniature cellular phone that the kidnappers do not know you have and let your parents know almost exactly where you are at all times.

**GUESS WHERE YOU ARE AT EACH STOP.** Listen carefully to a series of musical samples. Pay attention to the unique sound of each selection. Then try to determine the area of origin. If you are correct, in the end you will be rescued and returned safely to your parents' loving arms. (Each sample lasts approximately 25 seconds.)

1. ________________________
2. ________________________
3. ________________________
4. ________________________
5. ________________________
6. ________________________
7. ________________________
8. ________________________
9. ________________________
10. ________________________

**CLAVE:**

| | |
|---|---|
| 10 - 9: | Sano y salvo |
| 8 - 7: | Sano y salvo pero con unas cuantas heridas |
| 6 - 5: | Vives pero torturado y mal tratado |
| 4 - 3: | Estás en graves condiciones |
| 2 - 0: | ¡Ay, caray! ¡Qué muerte más cruel! Adiós, queridos padres |

Worksheet is reprinted with permission from Cassandra Butler.

# SAMPLE 2.4, GRADES 9-12

## ILLUSTRATIVE LEARNING ACTIVITY

### *Le Mariage Français*

French V students are very excited about sharing in a true-life French love story. Their teacher announces that she will be attending a family French wedding in France and promises to discuss all the romantic details with the class. Aided by current copies of the French *Bride's Magazine*, photos, videos and other realia, the class explores the customs that surround a French wedding. The discussion centers on the similarities and especially the differences between weddings in the United States and those in France.

From this side of the ocean, the students follow the couple's progrés from "*les fiancailless*," a formal party when the engaged couple is formally introduced to friends and family, to "*les repas de mariage*," an elaborate dinner consisting of a series of courses that is given for close friends and family following the wedding. The students are intrigued by the details of the legal requirement to marry in France, the civil ceremony at the town hall, the signing of the register by the couple, and the importance of the witnesses. The students view illustrations of the couple's traditional walk, followed by a parade of guests and well-wishers, from the town hall to the church. They are surprised to learn that the groom has pictures taken with the bride before the ceremony, walks up the aisle with his mother, and that the wedding party is composed solely of children.

Students examine authentic documents such as "*le livret de famille*," and "*le faire-part*." This booklet officially certifies the couple's marriage and is a legal document in which they will record the births of their future children. Their children will need this book to register for school and to obtain passports. After viewing models of several authentic wedding invitations, students design an invitation for an imaginary wedding of their own choosing, using the distinctive French format.

Via video, the students watch actual footage of the wedding that their teacher attended, as well clips of French weddings from films such as "Private Benjamin" and "La Reine Margot." The teacher explains the videos to the students as they watch them. For instance, she explains that the long bridal veil the bride wears is cut into pieces during the receiving line. The pieces are then given to the wedding guests as good-luck souvenirs.

As a culminating activity, the students are asked to apply their new knowledge to the creation of an informational pamphlet that explains culturally appropriate behavior regarding French wedding traditions. One would want, for example, to send flowers to the bride's house to be used in the morning photography session. However, one would not send chrysanthemums since they are considered by the French to be a cemetery flower. Students are presented with the following scenario:

*You have been brought in as a cultural consultant for a Fortune 500 company that is seeking to expand its global market share by merging with a small French firm. The head office for this European Community company is located in Meaux, France. A U.S. executive who is being transferred to Meaux in the spring will be one of the top-ranking officials. His family will accompany him. His counterpart is a French native whose eldest daughter will be married in June. While this executive has proficient conversational skills, he lacks in-depth knowledge of French culture and conventions. Since it is crucial that their relationship begins well, you are to design a pamphlet that will acquaint him with the French customs surrounding a wedding and help him avoid any embarrassing faux pas.*

The illustrative learning activity and prototype assessment titled
*Le Mariage Français* are adapted and reprinted with permission from
Margaret Nocturne, French teacher at Joel Barlow High School,
Redding, Connecticut.

# SAMPLE 2.4, GRADES 9-12

## PROTOTYPE ASSESSMENT

### *Le Mariage Français*

Seniors preparing this pamphlet are enrolled in a University of Connecticut Cooperative French V Honors course. They have studied French since the 7th grade, meeting daily during the academic year. As the rubric that follows indicates, student work should meet the following criteria:

- organization, authenticity, creativity of presentation;
- accurate explanation of sample invitation;
- explanation of wedding traditions and potential cultural faux pas;
- creation of an authentic menu;
- correct representation of a marriage contract; and
- use of French (communicative quality, correct spelling, appropriate vocabulary and syntax).

## SAMPLE 2.4, GRADES 9-12

### PROTOTYPE ASSESSMENT

*Le Mariage Français*

| SCORE | CONTENT | USE OF FRENCH | PAMPHLET DESIGN |
|---|---|---|---|
| 0 | • Unmet deadlines<br>• Incomplete content | • Incomprehensible, even to a sympathetic reader<br>• Quality of French impedes comprehension<br>• Frequent evidence of native-language interference<br>• Weak, repetitive sentence structure and vocabulary | • Not presented as a pamphlet<br>• No use of graphics or illustrations<br>• Poor organization<br>• Lacks creative style |
| 1 | • Insufficient information<br>• Frequent inaccuracies | • Requires significant effort from a sympathetic reader in order to interpret meaning<br>• Reads like an English-to-French translation<br>• Frequent, patterned errors<br>• Weak vocabulary and idiomatic language | • Not presented as a pamphlet<br>• Little use of graphics or illustrations<br>• Organization impedes understanding<br>• Lacking in creativity |
| 2 | • Accurate, adequate information<br>• Includes some important documents<br>• Briefly explains some documents<br>• Provides reliable information on some French wedding traditions and customs<br>• Adequately prepares reader to avoid a number of cross-cultural misunderstandings and embarrassing faux pas | • Comprehensible only to a sympathetic reader, with some effort<br>• Circumlocution evident<br>• Patterns of grammatical errors<br>• Signs of native-language interference<br>• Modest attempts at vocabulary and idiomatic language structures | • Basic, utilitarian design<br>• Some use of graphics and visuals among prose<br>• Organization does not help understanding<br>• Limited creativity |

(continued)

**(Prototype Assessment Continued For Sample 2.4, Grades 9-12)**

| SCORE | CONTENT | USE OF FRENCH | PAMPHLET DESIGN |
|---|---|---|---|
| 3 | • Includes essential information<br>• Incorporates many important documents<br>• Explains pertinent parts of documents<br>• Provides reliable data on French wedding traditions and customs<br>• Adequately prepares reader to avoid most cross-cultural misunderstandings and embarrassing faux pas | • Comprehensible to an unsympathetic reader (with occasional effort)<br>• Most use of language appropriate to the task, context, audience<br>• Message conveyed<br>• Some evidence of circumlocution<br>• Grammar shows only infrequent weaknesses<br>• Some native language interference<br>• Limited use of vocabulary and idiomatic language | • Appealing and effective design<br>• Creative use of graphics, visuals and prose<br>• Effective organization<br>• Evidence of some creativity |
| 4 | • Includes all essential information<br>• Incorporates all important documents<br>• Explains pertinent parts of documents<br>• Provides reliable, current data on French wedding customs and traditions<br>• Prepares reader to avoid any cross-cultural misunderstandings or embarrassing faux pas | • Comprehensible to an unsympathetic reader<br>• Use of language appropriate to the task, context and audience<br>• Message well communicated<br>• Little evidence of circumlocution<br>• No major patterns of grammatical weakness<br>• Little native language interference<br>• Wide range of idiomatic language and vocabulary | • Aesthetically appealing<br>• Effective use of graphics, visuals and prose<br>• Mix of media promotes understanding<br>• Demonstrates creative flair |
| 5 | • Gives wealth of accurate, authentic information<br>• Includes all important documents (sample wedding invitation, prototype menu, marriage contract)<br>• Fully explains all documents<br>• Provides reliable, current data on French wedding customs and traditions<br>• Fully prepares reader to avoid any cross-cultural misunderstandings or embarrassing faux pas | • Easily comprehensible to an unsympathetic reader<br>• Use of language appropriate to the task, context and audience<br>• Message effectively and accurately communicated<br>• No evidence of circumlocution<br>• No evidence of grammatical weakness<br>• No reflections of native language interference<br>• Wide range of idiomatic, nuanced language and vocabulary | • Strong aesthetic appeal<br>• Very effective use of graphics, visuals and prose<br>• Mix of media promotes understanding<br>• Demonstrates exceptional creative flair |

## SAMPLE 2.4, GRADES 9-12

### STUDENT WORK EXEMPLAR

# Le Mariage Français
# The French Marriage

(Student name)

Student work exemplar (pages 62-65) has been retyped without any corrections to the student work and is reprinted with permission from the parents or guardians.

## L'invitation
## The Invitation

L'invitation française est different que celle américaine. Elle est mise en demi, une dedans l'autre. L'ordre de l'invitation est decidé par l'invité(e) du participant ou de la participante.

The French invitation is different from the American one. It is folded into halves, one inside the other. The order of the invitation is according to whose guest you are.

Monsieur et Madame Xavier Buvier
Madame Collette du Prés
Monsieur et Madame Yann Buvier
ont la joie de vous faire part du marriage
leur petite fille et fille, Michelle,
avec Monsieur Benoit Chandelier

Et vous prient d'assister ou de
vous unitd'intention
á la messe de mariage
qui sera célébrée
le dimanche 22 mai 1995, a 16 heures,
en la Basilique Cathédrale St. André, Bordeaux.
Le consentement des epoux sera reçu par le Pére Francois Dulier,
archipretre de la cathedralle

45 rue Belleville – 75000 Paris
13 avenue de Napoléon – 85000 La Roche sur Yon
73 rue du Palais – 33000 Bordeaux

Cet(te) invité(e) est une de la mariée parce-que l'invitation est sur celle du marié.

This guest is one of the bride's because it is her name that is on top of the groom's.

### Les Contrats
### The Prenuptials

### La Cérémonie Civile et La Messe de Mariage
### The Civil Ceremony and the Religious Ceremony

Le mariage actuel a lieu á l'hôtel de ville avant la cermonie á l'église. Le maire dit quelque chose au couple et les donne un livret aprés il ou elle fait le mariage.

Le mariage réligeuse a lieu á l'église. Les invité(e)s sont divisé(e)s par leur invitation. Le marié marche avec sa mére. Le pére du marié marche avec la mére de la mariée. Enfin, la mariée marche avec son pére.

The actual marriage takes place at town hall. The mayor performs the ceremony, gives a speech to the couple reminding them of their obligations, and presents them with a book in which the names of their children will be recorded.

The religious marriage is then held at the church. The guests are seated according to their invitations. The bride's guests sit on one side, the groom's on the other. The groom marches down the aisle with his mother. Then, the groom's father escorts the bride's mother. Finally, the bride is brought down the aisle by her father.

### Les Cadeaux
### The Gifts

Les grands magasins ont une liste de mariage où les invité(e)s vont pour achêter les cadeaux. Après la mariage, les cadeaux son apportés chez le couple.

The department stores have lists of gifts for which the bride has registered. The guests go there to buy the gifts. They are delivered to the newlyweds' house after the wedding.

## Les Fleurs
## The Flowers

Les fleurs sont envoyées chez la mariée avant la mariage.

The flowers are sent to the bride's house before the marriage.

## Le Vin d'honneur
## The Reception

Tous les invité(e)s sont invité(e)s au vin d'honneur après la cérémonie réligieuse.

All the guests are invited to a reception after the religious ceremony.

## Le Menu pour le Repas de Mariage
## The Menu for the Wedding Dinner

Il y a toujours un bon menu aux mariages. Voici ce qu'on peut manger.

**pâté du poulet**
**bass avec vin blanc**
**sorbe au champagne**
**coq au vin avec couscous et vin rouge**
**camembert, brie, roquefort, cantal, et reblochan fromages**
**gâteau, tarte au chocolat, diplomate**

Aprés le repas, on danse.

There is always a good menu at marriages. Here is a sample of what one can eat.
**chicken pâté**
**bass with white wine**
**champagne sorbet**
**coq au vin with couscous and red wine**
**camembert, brie, roquefort, cantal, and reblochan cheeses**
**wedding cake, chocolate cake, diplomate**

After the meal, there is dancing.

Student work exemplar has been retyped without any corrections to the student work and is reprinted with permission from the parents or guardians.

# *GOAL THREE*

## MAKE CONNECTIONS WITH OTHER AREAS OF STUDY AND ACQUIRE INFORMATION

## CONTENT STANDARD 5: Connections (Interdisciplinary)

*In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language.*

### K-12 PERFORMANCE STANDARDS

| Educational experiences in **Grades K-4** will assure that students: | Educational experiences in **Grades 5-8** will assure that students: | Educational experiences in **Grades 9-12** will assure that students: |
|---|---|---|
| • use simple information from their world language class in their study of other subjects;<br>• use simple information learned in other subjects in their study of a world language; and<br>• use new information and perspectives gained through world language study to expand their personal knowledge. | • acquire more complex information from a variety of sources in the world language classroom and integrate it with other school subjects, comparing and evaluating the similarities and differences in information;<br>• acquire information from a variety of other subjects and integrate it into the world language classroom, comparing and evaluating the similarities and differences in information; and<br>• use new information and perspectives gained through world language study to expand their personal knowledge. | • acquire even more complex and abstract information from a variety of authentic sources in the world language classroom and integrate it with other school subjects;<br>• analyze the similarities and differences among the sources, selecting the most appropriate information for specific purposes;<br>• use information acquired from other school subjects to complete activities in the world language classroom; and<br>• use new information and perspectives gained through world language study to expand their personal knowledge. |

# ILLUSTRATIVE LEARNING ACTIVITIES 3.5, GRADES K-4

## 1. *Number Facts*

In their language arts class, students focus on demonstrating their knowledge of essential personal information. These students then learn the numbers from zero through nine in their world language class and use that vocabulary to recite their telephone numbers and addresses in the target language. Their world language teacher also introduces two-digit numbers, comparing and contrasting the recitation of phone numbers in the target culture and in the United States. The students also complete simple arithmetic examples paralleling the concepts that they are currently being taught in mathematics class in order to compare how the same arithmetic example is set up in the target culture.

## 2. *Butterflies Everywhere!*

Elementary-school students learn about the fascinating yearly migration of butterflies. Their interest is channeled into an expansive interdisciplinary learning project. The art teacher helps them to make butterflies from origami and tissue paper. In language arts class, students conduct research and write a report on the butterfly. In social studies, the students color maps showing the flight path of the monarch butterfly, while in math class, their teacher helps them construct butterfly shapes to study symmetry. In science they learn about the butterfly's life cycle, and in physical education class the coach teaches them how to do the butterfly stroke and how to use a butterfly bandage.

The Spanish teacher teaches her students the names for the various parts of the butterfly in Spanish using the samples provided by the art teacher. Students point to the different colors as the teacher calls them out in Spanish. Students may also do "show and tell" with their butterflies, using familiar adjectives to describe them and identify the six stages of their life cycle. Working in pairs, students use the cardinal numbers to trace the migration of the monarch butterfly on a map; they also provide information regarding its shape, color, size and symmetry. Working in cooperative groups, students compose a verse about the butterfly. Students share their verses and design a butterfly which they present to the class, stating colors, parts and other information in Spanish.

*Butterflies Everywhere!* is adapted and reprinted with permission
from *Standards for Foreign Language Learning: Preparing for the 21st Century,*
Sample Learning Scenarios, *Butterflies,* 69.

## 3. *Jurassic Mountain*

Kindergartners begin a unit on dinosaurs. They are curious about how and when these animals existed. Their Spanish teacher, Señora Matos, reinforces their dinosaur studies in the FLES classroom. With the cooperation of the art teacher, the Spanish class creates a construction paper "Jurassic Mountain" in the classroom. Students learn the Spanish words for tree, mountain and other elements of their newly created environment. However, the teacher and students realize that something is missing: the dinosaurs. Students are asked to bring dinosaurs to school, and on the next day their Jurassic Mountain and two other tables are covered with dinosaurs. After learning the vocabulary in Spanish, the students identify and describe the dinosaurs and classify them by size, color and other characteristics (gentle, fierce, etc.). Students then make brightly colored papier-maché dinosaurs as well as dioramas reflecting the appropriate habitat for their dinosaurs. By the end of the week, Señora Matos has 21 dinosaur dioramas that the class shares with the school community.

*Jurassic Mountain* is adapted and reprinted with permission
from *Standards for Foreign Language Learning: Preparing for the 21st Century,*
Sample Learning Scenario *Dinosaurs,* 75.

# ILLUSTRATIVE LEARNING ACTIVITIES 3.5, GRADES 5-8

## 1. *Exploration: Past and Present*

A middle-school team works on an interdisciplinary unit on explorers and exploration. Students in the world language class choose an explorer from the past or present to show the influence of other languages and cultures on the United States. The teacher reviews library research skills and provides various sources of information for students to incorporate into their projects. Students then produce a multimedia presentation highlighting the language, country and culture of that explorer and the impact of his or her area of exploration. Topics include explorers and settlers of the New World, immigration to America through all of its borders, space exploration, and the use of technology to explore other languages and cultures that are part of American heritage. Students then develop the world language component, including a personal narrative, journal entries, a map or display labeled in the language, a chart, time line, handout and/or dialogue between two students. Students make presentations to the rest of the class, and the teacher provides a reflection sheet for students to complete for peer evaluation.

## 2. *Demi-Plié*

Students in an eighth-grade French class learn a series of practical vocabulary words and discover that for dance students, many of these terms have a special meaning. For instance, *plier* is what happens with a sheet of paper, but it also is a dance class activity. *Tomber* can be devastating, or it can be an elegant balletic execution. In addition, there is *les dos*, as in *dos-e-dos*, and *promenade* in square dancing, two vocabulary words that students learn in their physical education classes. Some other words that they learn over the course of the class are: *changement, tendue, demi-plié, grand-plié, relevé, jeté, grand-jeté, pirouette, porte de bras* and *frapper*. The teacher invites a ballet teacher (who happens to be French) to come to class and teach a ballet lesson in French.

## 3. *Family Images*

Eighth-grade students study the role of the family in the target culture. They read poems in the target language about families and write simple poems about a family member. They sing songs from the target culture that mention families or family members, and they read authentic stories dealing with family relationships. The teacher prepares related questions in the target language and posts them in conspicuous spots around the school. Students realize that unlike their monolingual classmates, the questions are only accessible to them because of their world language skills.

# ILLUSTRATIVE LEARNING ACTIVITIES 3.5, GRADES 9-12

## 1. *Hot Topics*

Students learn about a controversial period in history in their world language and history classes. After viewing and discussing a video from that time period in the target language, the students choose a topic to investigate and analyze. Students may present their perspective/analysis and/or conclusions by taking and justifying a point of view in a mock trial, debate, group project or journal.

## 2. *Light on Landscapes*

Students study French Impressionism and focus on the effects of atmospheric light on landscapes. Following a geography presentation by a museum/conservation director and a slide presentation by a professional landscape photographer, students take a guided nature walk, sketch a mental map of the area, write a *cinquain* in French and then draw a thumbnail sketch of the nature walk site. All of the activities relate to the study of the effects of atmospheric light on landscapes.

*Light on Landscapes* is adapted and reprinted with
permission from Carol Kearns, French teacher at
Litchfield High School, Litchfield, Connecticut.

## 3. *More Than a Fortune Cookie*

A Chinese class learns about one of the most important archeological discoveries of the 20th century, the tomb of the first Chinese emperor, which features 6,000 life-size terra cotta warriors and many valuable treasures. Students imagine that the treasures of the first Emperor's tomb have been stolen and play a game like "Where in the World Is Carmen Sandiego?" to find them. Students travel to different parts of the country, reviewing the characteristics of various cities (population, weather, location, economy, etc.). They answer questions related to each city in Chinese; a correct response provides them with a clue about the location of one of the treasures. When they have amassed sufficient information to find a treasure, they share it with the class in Chinese and then begin the next treasure hunt.

## 4. *Who Am I?*

In order to make a historical or cultural period enticing to his students, a world language teacher designates a specific time period in the target culture, e.g., the French Revolution, for thorough investigation. Each student selects a person of his or her choice from the time period and begins research, using a variety of target language sources including the Internet and multimedia computer software. Each student presents a dramatization of his or her research in the target language, and classmates identify the historical person.

## 5. *AIDS Research*

Students in a biology class work in teams to research a particular strain of viral infection, conducting experiments in their laboratory. One team becomes intrigued by the Pasteur Institute's exploration of the virus that causes AIDS. The students who are currently studying French decide to add valuable information to the class by writing to the Institute for information about its work on the virus. The jointly composed letter becomes an entry in the students' French writing portfolios. Upon receipt of the Institute's information, two students find that the French perspective on the history of the HIV virus subtly differs from what they had assumed after reading about the discovery in biology class. Their teacher is impressed with their initiative and asks them to share the information with the class.

*AIDS Research* is adapted and reprinted with permission from
*Standards for Foreign Language Learning: Preparing for the 21st Century,*
Sample Learning Scenario *International Science*, 80.

# SAMPLE 3.5, GRADES K-4

## ILLUSTRATIVE LEARNING ACTIVITY

### *I have a yen for . . .*

An elementary Japanese class has been studying a unit on Japanese foods and the vocabulary for grocery shopping. As a culminating activity, the class demonstrates its knowledge of Japanese fruits and vegetables in a produce stand shopping activity. The children also use their math skills to plan a shopping list according to a limited budget and gain an understanding of basic economics. The entire activity is conducted in Japanese.

**Step One** The class is divided into student groups (pairs work best). The teacher provides each group with a poster that includes the Japanese name of one fruit or vegetable. Each group decorates its poster – either by drawing pictures of the item or by using pictures they cut and paste from grocery store flyers. Each group determines the price for its item and writes the price on the poster. The teacher sets the price limits (e.g., one to three yen). The class produces one poster for each item to be sold at the produce stand.

**Step Two** The teacher provides each group with 12 pictures of the fruit or vegetable for which that group made a poster. Each group colors the pictures of its produce item and puts them into a bag labeled with the Japanese name of their fruit or vegetable.

**Step Three** Individually, students create shopping lists, sheets with pictures of all of the produce items to be sold at the store (if older students are involved in this activity, the shopping lists may include the Japanese names of the items rather than pictures). Next to each picture is a space for the students to write in the price of that item. The students also leave another space on their shopping lists where they will tabulate prices and plan their shopping lists according to their budgets.

**Step Four** Holding up the posters created by the student groups, the teacher discusses the price of each item with the class. The teacher informs the class that each student will have a limited budget, such as 10 yen (higher, more realistic prices may be used in older grades). The teacher models the shopping list possibilities on the board by choosing some items to buy, writing down the prices, and making sure that the total does not exceed 10 yen. On their shopping lists, students draw a horizontal line from the items they wish to buy to the center of the paper, record the prices, and add them to ensure that they will have enough money to buy the items.

**Step Five** All of the produce posters are displayed in the classroom, and the produce bags containing the items are arranged on a table. The teacher is the supermarket cashier. (Variation: with a few additional classes, students can learn how to buy and sell. If the students know how to say "____ please," they can buy and sell from each other. On day 1, half the students buy while half sell. On day 2, vice versa. The teacher must play the role of "language police" to be sure that students stay in the target language.) Each student receives 10 yen (coins, fake money, bingo chips, etc.). Individually, the students come to the store with their shopping lists, request the items on their lists, and pay the cashier. As an additional mathematical challenge, if/when certain items become sold out, students may be asked to substitute one or more items, in keeping with their budgets.

(continued)

The illustrative learning activity and prototype assessment titled
*I have a yen for . . .* are adapted and reprinted with permission from Jessica Thurrott,
Japanese teacher at Maloney Magnet School, Waterbury, Connecticut.

**Step Six** After all of the students have finished their shopping, the teacher places pictures of the items that were sold at the store on the board. The teacher asks the students for the price of each item ("How much were the bananas?") and records the price next to the picture of each item on the board. The teacher then asks each student what they bought at the store and records each purchase by placing a check mark next to the appropriate items.

**Step Seven** Once all of the students have reported their purchases, the class counts the number of checks for each item in Japanese, and the teacher records the total number for each item on the board. The teacher circles the items that were the most popular and leads a class discussion about the popularity of those items (this part of the activity may need to be carried out in the native language). Students recognize that, in most cases, the most affordable types of produce were the most popular items.

## PROTOTYPE ASSESSMENT

### *I have a yen for . . .*

The following criteria are employed to assess each student's performance in the produce stand shopping activity:

**Japanese Language Skills: Assessment**

Vocabulary used while shopping and while reviewing purchases

| | |
|---|---|
| 0 | no knowledge of vocabulary |
| 1 | some knowledge with prompting |
| 2 | knowledge of necessary vocabulary with prompting |
| 3 | knowledge of necessary vocabulary without prompting |

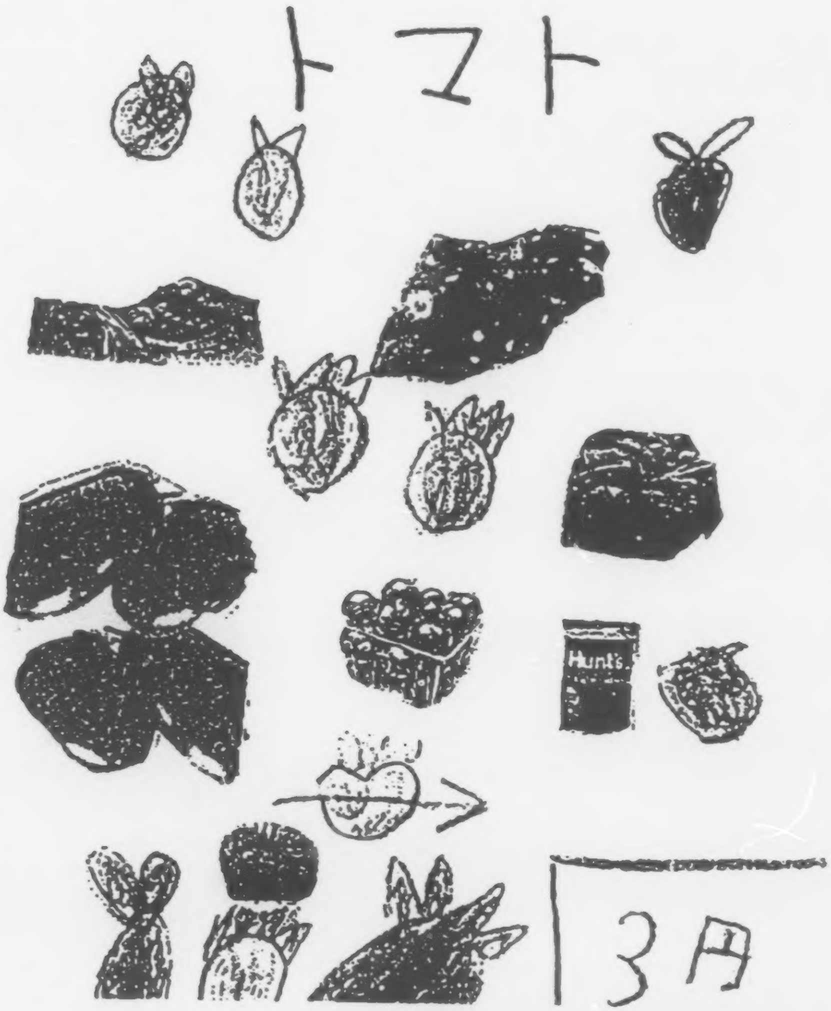
**Use of Mathematics Skills: Assessment**

| | |
|---|---|
| 0 | no evidence of use of math skills to complete activity |
| 1 | some use of math skills to complete activity, with prompting |
| 2 | use of math skills to complete activity, but calculations are incorrect |
| 3 | use of math skills to complete activity, and calculations are correct |

## SAMPLE 3.5, GRADES K-4

### STUDENT WORK EXEMPLAR

*I have a yen for. . .*



Student work exemplar has been reproduced without any corrections to the student work and is reprinted with permission from the parents or guardians.

# SAMPLE 3.5, GRADES 5-8

## ILLUSTRATIVE LEARNING ACTIVITY

### *Chinese Family Ties*

Students in a social studies class learn about the Chinese family structure and compare it with the different structures of families in the United States. A group of students who study Chinese makes a presentation to the class on the Chinese vocabulary words for relatives. For example, there are eight different ways to express the concept of *cousin* in Chinese, determined by birth order, gender, and paternal or maternal relationships. Based on the presentation, the social studies class discusses how language reflects cultural differences.

Each student constructs a family tree, using the appropriate Chinese vocabulary.

**Objectives:**

**Students will:**

1. pronounce the terms for family relationships;
2. understand the importance of age and gender in terms for family relationships; and
3. draw a family tree and use the Chinese terms to introduce their own family.

**Materials:**

1. Handout of Chinese terms for family relationships
2. Family tree worksheet
3. Chinese family puzzle

**Activities:**

1. Use handout to introduce Chinese terms for family relationships.
2. Have students draw or paste photos of their family members on the family tree worksheet.
3. Have students introduce their family members in Chinese.
4. Have students work in groups to complete the puzzle.

The illustrative learning activity and following prototype assessments titled
*Chinese Family Ties* are reprinted with permission from *Windows on the World: Chinese,*
an unpublished manuscript completed in 1996 by Caryn White Stedman
for Program in International Educational Resources – PIER at Yale University.

## SAMPLE 3.5, GRADES 5-8

## PROTOTYPE ASSESSMENT

### *Chinese Family Ties*

In China, the family is the most important social group. A person always identifies himself or herself by the family name, which comes first. This indicates the importance of the family. Within the family, one's place is determined by age and gender. The terms for family relationships indicate this. While we have a single term for "sister", Chinese has two — "older sister" and "younger sister". English has a single term for "uncle", but Chinese has three terms — "father's older brother", "father's younger brother", and "mother's brother". Of course, there are also separate terms for the husband of one's father's sister and the husband of one's mother's sister. There are separate terms for "cousin", depending upon whether the relationship is between children of brothers or between children of sisters.

### Chinese Terms for Family Relationships

| | | |
|---|---|---|
| **fùqin** | 父亲 | **father (formal)** |
| **bàbà** | 爸爸 | **dad, papa** |
| **mŭqin** | 母亲 | **mother (formal)** |
| **māmā** | 妈妈 | **mom, mama** |
| **fùmŭ** | 父母 | **parents** |
| **zŭfù** | 祖父 | **grandfather (paternal)** |
| **wàizŭfù** | 外祖父 | **grandfather (maternal)** |
| **yéyé** | 爷爷 | **grandpa, poppop** |
| **zŭmŭ** | 祖母 | **grandmother (paternal)** |
| **wàizŭmŭ** | 外祖母 | **grandmother (maternal)** |
| **năinăi** | 奶奶 | **grandma, nana** |
| **gēgē** | 哥哥 | **older brother** |

**(continued)**

*Chinese Terms for Family Relationships* is reprinted with permission from *Windows on the World: Chinese*, by Caryn White Stedman.

# SAMPLE 3.5, GRADE 5-8

## PROTOTYPE ASSESSMENT

### *Chinese Family Ties*

### Chinese Terms for Family Relationships
(continued)

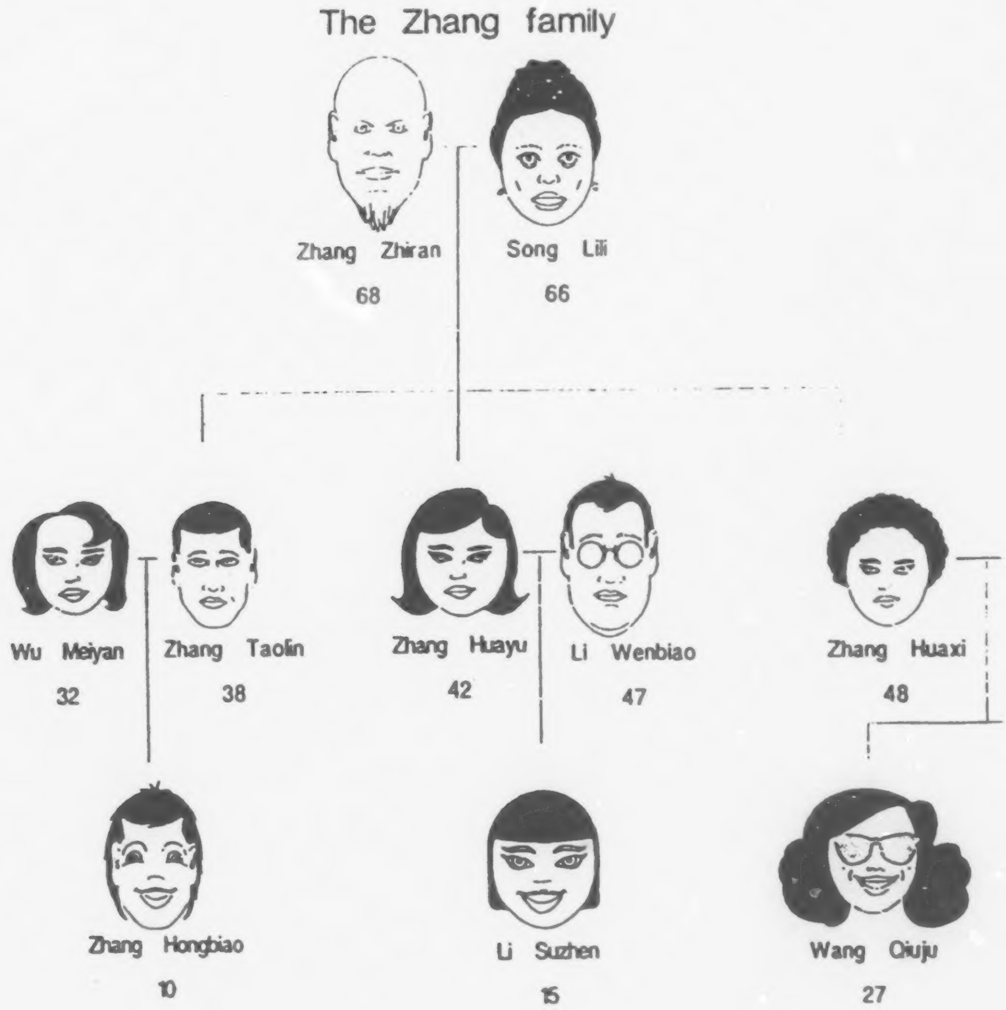
| | | |
|---|---|---|
| **jiějiě** | 姐 姐 | **older sister** |
| **didi** | 弟 弟 | **younger brother** |
| **mèimèi** | 妹 妹 | **younger sister** |
| **bóbó** | 伯 伯 | **uncle (father's older brother)** |
| **shūshū** | 叔 叔 | **uncle (father's younger brother)** |
| **jiùjiù** | 舅 舅 | **uncle (mother's brother)** |
| **gūgū** | 姑 姑 | **aunt (father's sister)** |
| **āyi** | 阿 姨 | **aunt (mother's sister)** |
| **zhàngfū** | 丈 夫 | **husband** |
| **xiānsheng** | 先 生 | **husband, Mr.** |
| **qizi** | 妻 子 | **wife** |
| **tàitài** | 太 太 | **wife, Mrs.** |
| **àirén** | 爱 人 | **spouse (used in the P.R.C. - not used ir Taiwan)** |
| **érzi** | 儿 子 | **son** |
| **nüér** | 女 儿 | **daughter** |
| **sūnzi** | 孙 子 | **grandson (son's son)** |
| **sūnnū** | 孙 女 | **granddaughter (son's daughter)** |
| **wàisūn** | 外 孙 | **grandson (daughter's son)** |
| **wàisūnnū** | 外 孙 女 | **granddaughter (daughter's daughter)** |

## SAMPLE 3.5, GRADES 5-8

### PROTOTYPE ASSESSMENT

### *Chinese Family Ties*

Family Tree Worksheet #1


The Zhang family
Zhang Zhiran
68
Song Lili
66
Wu Meiyan
32
Zhang Taolin
38
Zhang Huayu
42
Li Wenbiao
47
Zhang Huaxi
48
Zhang Hongbiao
10
Li Suzhen
15
Wang Qiuju
27

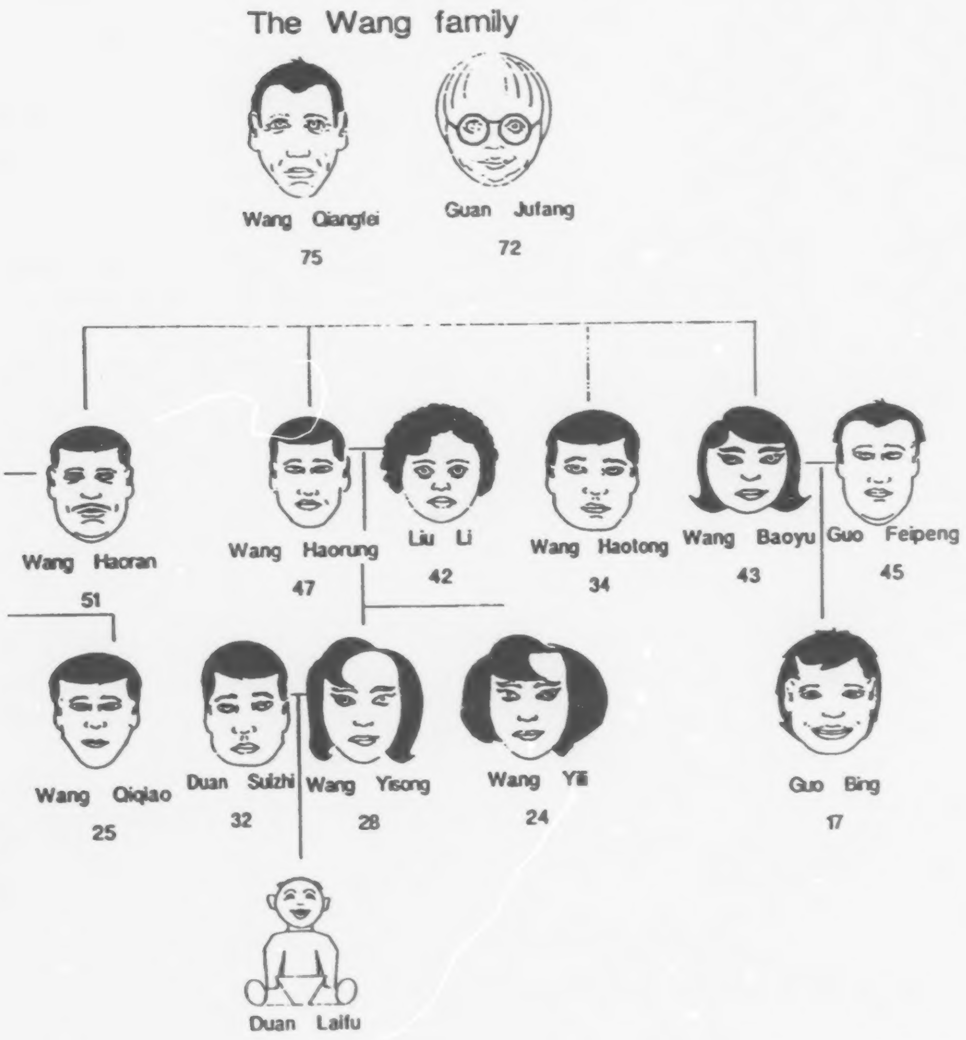
*Family Tree Worksheet #1* is reprinted with permission from *Windows on the World: Chinese* by Caryn White Stedman.

# SAMPLE 3.5, GRADES 5-8

## PROTOTYPE ASSESSMENT

### *Chinese Family Ties*

Family Tree Worksheet #2



The Wang family

Wang Qianglei
75
Guan Jufang
72
Wang Haoran
51
Wang Haorung
47
Liu Li
42
Wang Haotong
34
Wang Baoyu
43
Guo Feipeng
45
Wang Qiqiao
25
Duan Suizhi
32
Wang Yisong
28
Wang Yili
24
Guo Bing
17
Duan Laifu

*Family Tree Worksheet #2* is reprinted with permission from *Windows on the World: Chinese* by Caryn White Stedman.

## SAMPLE 3.5, GRADES 5-8

## PROTOTYPE ASSESSMENT

### *Chinese Family Ties*

### Family Relationships Puzzle

Use student handouts #1 and #2 to complete the puzzle below. After you fill in the blanks, use the letters from the numbered spaces to solve the puzzle at the bottom of the next page. Remember that the surname comes first!

1. Zhang Huayu is Li Suzhen's __1 __.
2. Zhang Hongbiao's *nainai* is surnamed ___2 _.
3. Duan Laifu is Wang Haorung's ______.
4. Wang Yisong's *meimei* is called (first name) ____.
5. Guo Bing's *waizumu* is _______-___ years old.
6. Wang Haotong is Wang Yili's __3 ____.
7. Li Suzhen calls Zhang Huaxi _4 __.
8. Wang Qiuju calls Wang Qiangfei and Zhang Zhiran ____5. although Wang Qiangfei is her ____ and Zhang Zhiran is her ___6 ____.
9. Wang Qiqiao is ____ _________'s *sunzi.*
10. Song Lili's *sunzi* is ___7.
11. Wang Haorung calls Wang Baoyu ____8 __.
12. One of Zhang Taolin's *jiejie*'s is ______-______.
13. Wang Yili's *bobo* is called (first name) _9 __10 ___.
14. Guo Bing calls Wang Haotong ______.
15. Li Suzhen calls Li Wenbiao ____11.

**(continued)**

*Family Relationships Puzzle* is reprinted with permission from *Windows on the World: Chinese,* by Caryn White Stedman.

**(Sample 3.5, Continued, Grades 5-8)**

16. Li Wenbiao is _ _ _ _12 _ _1 3 _ _'s *fuqin*.

17. Wang Baoyu calls Wang Haorung _ _ _ _.

18. Wang Qiqiao's *jiejie* is _ _14 _ _ _ _- _15 _ _ _ _.

19. Song Lili is also called Zhang _ _ _ _ _ _.

20. Zhang Huaxi is Wang Haoran's _ _ _ _

21. Wu Meiyan calls _16 _17 _ _ _20 _ _ _18 _ _ _19 *Zhanghu*.

22. Zhang Zhiran and Song Lili are Zhang Huaxi's _ _ _21 _.

23. Zhang Huaxi calls Zhang Taolin _ _ _ _.

24. Liu Li calls Wang Yisong _ _22 _ _.

25. _ _ _ _ _ _ _ is Guo Feipeng's *erzi*.

---

**Now solve the puzzle. Do you know what this says?**

___2 ___6 ___9 ___1 ___10 ___8 ___11 ?

你 好 吗 ?

___14 ___18 ___21 ___5 ___7 ___15 ___17 ___12 ___10

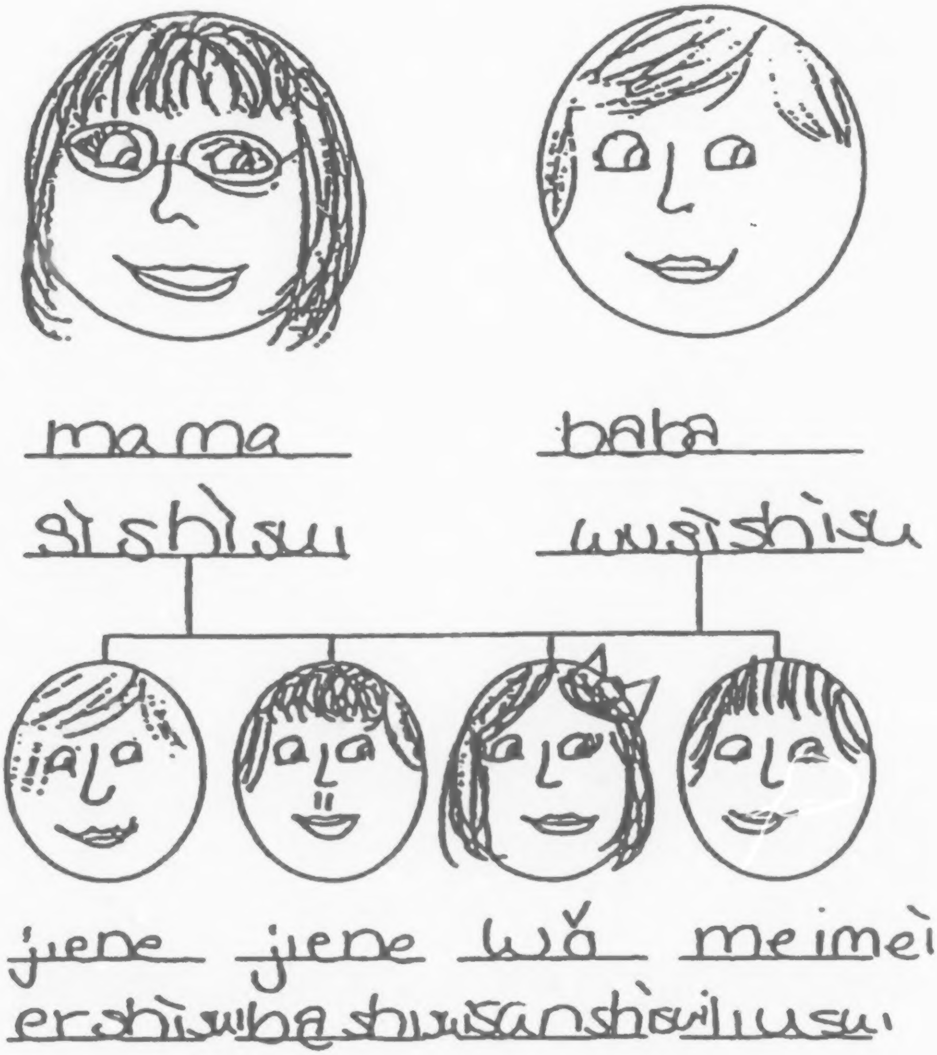
___16 ___3 ___10 ___19 ___20 ___20 ___22 ___18 ___13 ___22 ___4 !

我们说中国话 !

## SAMPLE 3.5, GRADE 5-8

### Student Work Exemplar

This is your family tree. Draw pictures (or paste photographs) of your family members in the ovals. For each member, write the form of address on the first line and the age on the second line. You will use this to introduce your family to the class.



mama
sìshìsu

baba
wusìshìsu

jiene jiene wǒ meimeì
ershìwuba shiwusanshìwuliusu

Student work exemplar has been reproduced without any corrections to the student work and is reprinted with permission from the parents or guardians.

## CONTENT STANDARD 6: Connections (Intradisciplinary)

*In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.*

### K-12 PERFORMANCE STANDARDS

| Educational experiences in **Grades K-4** will assure that students: | Educational experiences in **Grades 5-8** will assure that students: | Educational experiences in **Grades 9-12** will assure that students: |
|---|---|---|
| • use multimedia sources to access information regarding the target culture(s); and | • use multimedia sources to expand their understanding of the target culture(s) and integrate it with their existing knowledge base; and | • use multimedia sources to analyze aspects of the target culture(s) and apply their knowledge to new situations; and |
| • demonstrate the ability to access information about the target language and culture(s) from various sources, with assistance if necessary. | • develop the necessary skills to use the Internet/World Wide Web in order to gain greater access to the target culture(s). | • analyze materials, looking for sources of information for potential use in original work on the target language or culture(s). |

## ILLUSTRATIVE LEARNING ACTIVITY 3.6, GRADES K-4

### 1. *Making Friends*

Students in an elementary school Spanish class "meet" with students from another class in another city via videotape. Using vocabulary that they have practiced in class, they ask questions about their new friends' city, families and daily activities, and they "teach" their new friends a favorite song in Spanish. The other class creates a response video in which they sing the song that they learned from their "teachers" and share their favorite fairy tale. The teachers have the students continue to "communicate" through various media throughout the year in order to reinforce this new cultural connection.

# ILLUSTRATIVE LEARNING ACTIVITIES 3.6, GRADES 5-8

## 1. *Internet Pals*

Eighth-grade students have been corresponding with their peers at a school in southern France by using the French national database (Minitel). Since these students are in their second year of study, they are able to write to their French counterparts and ask questions about what a typical day at school is like, what French students like to do for fun and what their community is like. They also share information about themselves in French.

In a subsequent assignment, the teacher gives the students a specific amount of money that is designated for dining in Paris. They return to the Minitel and access a list of restaurants and menus in Paris. They select items for a full French meal and calculate the amount spent in *francs*. The groups then evaluate the work of others by ascertaining how nutritionally balanced the meal was, how close the group came to spending the amount assigned, and whether an appropriate tip was given.

*Internet Pals* is adapted and reprinted with permission from
*Standards for Foreign Language Learning: Preparing for the 21st Century*,
Sample Learning Scenario *Minitel Project*, 83.

## 2. *Too Much Homework?*

Students initiate and maintain direct contact with members of their peer group within the target culture. They use telecommunication, computers and other technologies. Students find out about each other's likes, dislikes, feelings, activities and responsibilities. They extract specific information regarding homework assignments from their counterparts and create a database that includes the students' names, schedules, amount of homework per subject and types of assignments. They share this information with their fellow students in other world language classes who are completing the same assignment and discuss the amount and value of homework in their own and other countries.

# ILLUSTRATIVE LEARNING ACTIVITIES 3.6, GRADES 9-12

## 1. *We See the Light!*

Following a teacher-facilitated introduction to French Impressionism that focuses on light and landscape, students use a multimedia interactive video program to access information on French Impressionism and Impressionists. Students work in groups and use the Internet, software programs and the library database to conduct their research. Following group presentations about particular painters, students use their newly acquired knowledge about the use of light and landscapes to paint their own version of an impressionist *chef d'oeuvre*. Those students who have access to computers are given the option of using various paint programs to create their work.

*We See the Light!* is adapted and reprinted with permission from
Carol Kearns, French teacher at Litchfield High School,
Litchfield, Connecticut.

## 2. *Gargoyles and Other Tales*

Students work in groups to plan a trip to France that focuses on Gothic architecture. Student use the Internet via the World Wide Web site "Virtual Tourist" to access information on specific French cities that are known for outstanding examples of Gothic architecture. They use various types of software to research the *Notre Dame de Paris*, *Rouen*, *Amiens* and *Reims* cathedrals. Students then work in groups to prepare scripts of their "voyage." They write, direct, perform and produce a video focusing on Gothic architecture to present to their peers.

# SAMPLE 3.6, GRADES 9-12

## ILLUSTRATIVE LEARNING ACTIVITY
## AND
## PROTOTYPE ASSESSMENT

### *Electronic Research and Documentation*

**Participants**

Spanish V students

**Student Task**

To research and write a paper in Spanish about a particular aspect of one or more Spanish-speaking countries. Choices include art, architecture, ancient cultures, contemporary life, costumes and masks, dance, economy, education, environment, fashions, food, flora and fauna, filmmaking, Galápagos Islands, el gaucho, government, handcrafts, history, human rights, influences (African, Spanish, indigenous), literature, medicine (including folk), military, music and instruments, politics, recreation, role of women, sports, television, theatre, tourism, traditions and customs, tropical forests.

To create a chart/graph comparing one or more aspects pertaining to the topic with data from another Spanish-speaking country of comparable size and proximity, or with the United States, if appropriate.

**Student Outcomes**

- Become familiar with a variety of electronic resources. (CD-ROMs and the Internet)
- Learn about a country or topics using electronic resources (CD-ROMs and the Internet)
- Learn how to save text, maps, graphics and graphs from a variety of electronic resources to a disk to use later in writing a paper
- Learn how to document information from electronic resources
- Learn how to evaluate CD-ROMs, websites

### PROCESS

**Session 1 (classroom)**

Teacher introduces project and students select research topic to add to an ongoing semester project to become an "expert" in one Spanish-speaking country in the Americas.

**Session 2 (Computer Lab)**

Computer resource teacher introduces students to the Internet and six software programs (Bookshelf, Encarta, Grolier Encyclopedia, Microsoft Art Gallery, Microsoft Musical Instruments, World Geograph).

**(continued)**

The illustrative learning activity and prototype assessment titled *Electronic Research and Documentation* are adapted and reprinted with permission from Emily Peel, Spanish teacher, and Donna Brown, computer resource teacher, Wethersfield High School, Wethersfield, Connecticut.

## (Sample 3.6, Grades 9-12 continued)

| | |
|---|---|
| **Sessions 3-8 (Computer Lab)** | Individually, in pairs or in groups of three, students rotate through the programs researching their topic. |
| **Session 9** | Students write their one-page paper in Spanish, adding one comparison graph and documenting all resources correctly. |
| **Session 10 (classroom)** | Students evaluate the process and activity. |

### SCORING RUBRICS

**Excellent (A)**

**Student demonstrates the following:**

- timely completion of project (by due date);
- a log showing rotation through each resource (date, time spent and topics researched);
- proper documentation of electronic research;
- one chart/graph effectively comparing some aspects of one country with at least one other;
- appropriate length to demonstrate knowledge (one to two pages of information);
- appropriate organization and presentation, including titles;
- comprehensible Spanish with a minimum of errors; and
- new vocabulary glossed.

**Good (B)**

**Student demonstrates the following:**

- all of the above but Spanish has some errors, including a few careless mistakes, omitted accents, Anglicisms, unglossed vocabulary.

**Fair (C)**

**Student demonstrates the following:**

- late submission of project;
- log missing or incomplete;
- lack of proper documentation of resources;
- inadequate length and research (too little text);
- one graph/chart that does not effectively compare data related to the topic or country;

(continued)

**(Sample 3.6, Grades 9-12 continued)**

- poor organization and presentation; and
- incomprehensible Spanish in one or two places, with many errors, including careless mistakes, omitted accents, spelling errors, Anglicisms, unglossed vocabulary, lack of agreement.

**Unacceptable (D-F)**
**(Little effort)**

**Student demonstrates the following:**

- submission of project more than four days late;
- failure to consult all seven resources;
- failure to document resources;
- failure to submit a comparison graph/chart;
- too little text;
- poor organization and presentation; and
- incomprehensible Spanish at times, with many errors, including those cited above.

The illustrative learning activity and prototype assessment titled *Electronic Research and Documentation* are adapted and reprinted with permission from Emily Peel, Spanish teacher, and Donna Brown, computer resource teacher, Wethersfield High School, Wethersfield, Connecticut.

## *Electronic Research and Documentation*

## El proyecto tecnológico de español
## El horario del uso de los recursos

Estudiante:____________________ El país____________________

| Recurso electrónico | Fechas | Tiempos | Temas | Resultados |
|---|---|---|---|---|
| 1. Bookshelf | | | | |
| 2. Encarta | | | | |
| 3. Grolier | | | | |
| 4. Art Gallery | | | | |
| 5. Musical Instruments | | | | |
| 6. World Geograph | | | | |
| 7. Internet | | | | |

*El horario del uso de los recursos* is reprinted with permission from Emily Peel.

# SAMPLE 3.6, GRADES 9-12

## STUDENT WORK EXEMPLAR

**(student name)**
**el 10 de junio del 1996**

### *Electronic Research and Documentation*

### La Educación de Puerto Rico contra la Educación de la Republica Dominicana

Los dos Puerto Rico y la Republica Dominicana están localizadas en el mar caribe. Son islas de habla española y están bastante cerca de cada una.

En la Republica Dominicana, 16.3% de los jovenes assisten a la escuela y 77.3% de la población sabe leer. La educación es grátis para todos los niños de siete a catorce años de edad. Hay cinco Universidades incluyendo la Universidad de Santo Domingo y es la Universidad mas vieja en las Americas. Fue construida en el año 1538.

En Puerto Rico, 39.5% de los jovenes assisten a la escuela y 89.1% de la población sabe leer. Cada año, mas de 700,000 estudiantes de escuelas elementarias y secundarias se matriculan a la escuela. En Perto Rico, hay muchas Universidades reconosidas como la Universidad de Puerto Rico (1903), la Universidad Inter Americana de Puerto Rico, y la Universidad Católica de Puerto Rico.

Entre toda la información que encontré, hay mas información de la educación de Puerto Rico que la de la Republica Dominicana. La educación de Puerto Rico parece ser mejor porque hay mas Universidades, hay mas gente que saben leer, hay mas estudiantes que assisten a la escuela, y las facilidades son mejores.

Encontré que hay mas de 60 instituciones culturales en Puerto Rico pero no encontré nada de instituciones culturales en Republica Dominicana, pero la Republica Dominicana no se queda a tras. Cada año, la educación crece en ambos paises. Todo va cambiando tan rapido, que a omejor mi información no es verdadera. Con la información que tengo, es claro que Puerto Rico es mas avanzado en la educación que la Republica Dominicana.

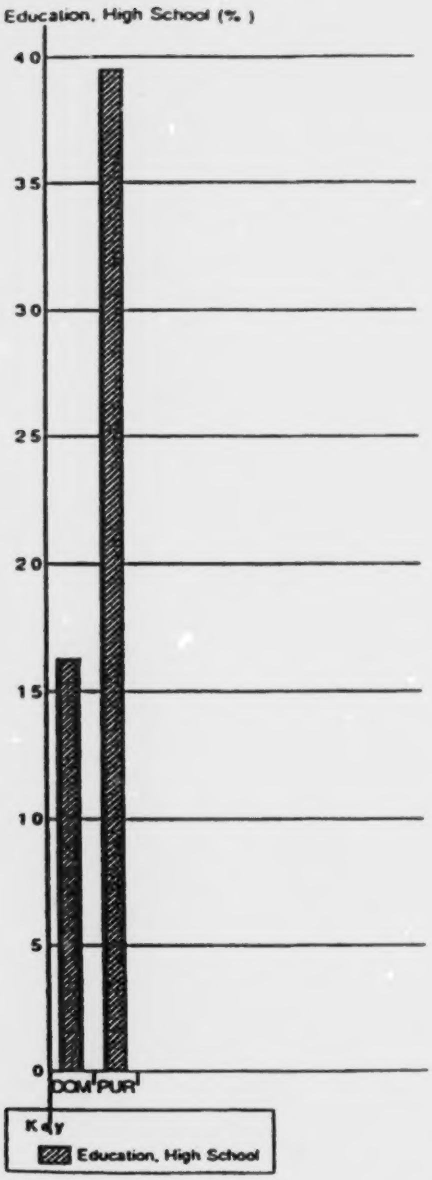
Student work exemplar has been retyped without any corrections
to the student work and is reprinted with permission
from the parents or guardians.

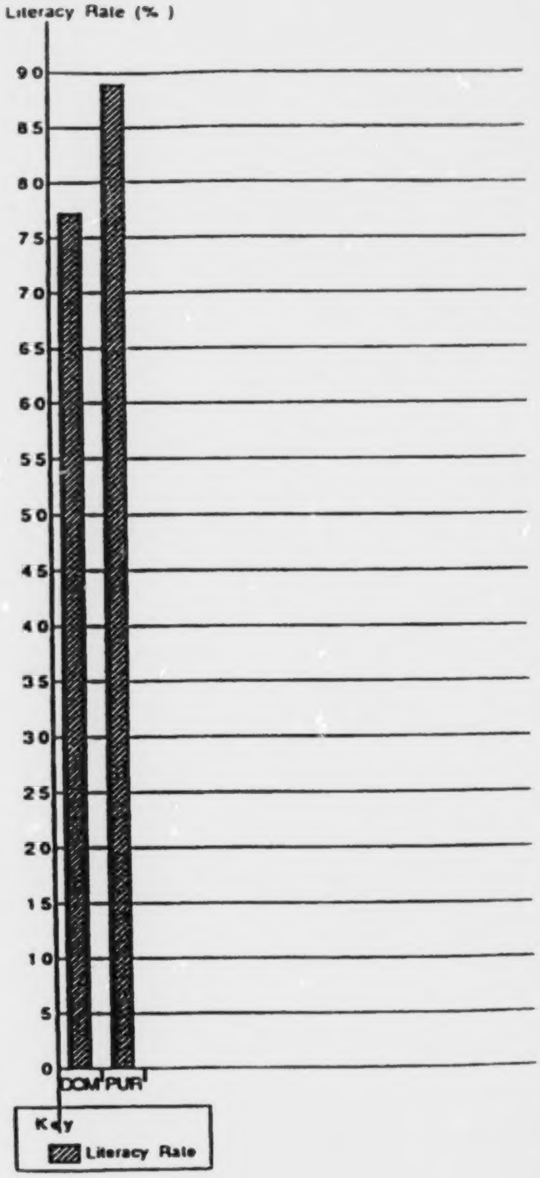
# SAMPLE 3.6, GRADES 9-12

## STUDENT WORK EXEMPLAR – CHART

### *Electronic Research and Documentation*

(student name)





Student work exemplar has been retyped without any corrections to the student work and is reprinted with permission from the parents or guardians.

## SAMPLE 3.6, GRADES 9-12

### STUDENT WORK EXEMPLAR – BIBLIOGRAPHY

*Electronic Research and Documentation*

(student name)

Bibliografía

Rivera, Magaly. UPR. [Internet] Disponible. http://www.UPR.clu.edu/english/home.html. el 23 de mayo del 1996.

Gomez, Greg. Educational Facilities in Puerto Rico. [Internet] Disponible. http://www.gulf.net/%7Ewebpresence/edu.html. el 23 de mayo del 1996.

Groliers Multimedia Encyclopedia. Computer software. Danbury, CT: Grolier Electronic Publishing, 1995. CD-ROM

Encarta Multimedia Encyclopedia. Computer software. Maplewood, NJ: Microsoft Corporation, 1994. CD-ROM.

Bookshelf Multimedia Encyclopedia. Computer software. Maplewood, NJ: Microsoft Home, 1994. CD-ROM.

Software tool Works Multimedia Encyclopedia. Computer Software. Novato, CA: Software Tool Works, 1991. CD-ROM.

World Geograph II. Vers. 1x. Computer Software MECC, 1994. Macintosh Version, MC-100. disk.

Student work exemplar has been reproduced without any corrections to the student work and is reprinted with permission from the parents or guardians.

# SAMPLE 3.6, GRADES 9-12

## STUDENT WORK EXEMPLAR – LOG

### *Electronic Research and Documentation*

**El proyecto tecnológico de español**

**La primavera de 1996**

**El horario del uso de los recursos**

**Estudiante:** (Student name) **El país:** La diferencia de educ entre P.R. y Rep. Dom.

**Recurso electrónico** **Fechas** **Tiempos** **Temas** **Resultados**

1. **Bookshelf** 5/23/96 10 minutos
6/10/96 15-20 minutos
No encontré mucha información. Bien Poca
(Study Hall)

2. **Encarta** 6/10/96 15-20 minutos
Encontré mucha información de ambes lados de la educación. (Study Hall)

3. **Groller** 6/10/96 10 minutos
Encontré información de 2 universidades de Puerto Rico y información general de la educación de Republica Dominicana. (Study Hall)

4. **Art Gallery** 5/23/96 No encontré nada. pero busqué por artistas. Ya se como usar el "Art Gallery". 25 -30 min

5. **Musical Instru.** 6/6/96
No encontré nada. (Study Hall)

6. **World Geograph** 5/16/96 5/22/96 35-40 minutos
Encontré mapas y información basica de la educación de P.R. y Rep. Dom.

7. **Internet** 36-40 minutos. 6/23/96
Encontré información de la educación de Puerto Rico y De la Republica Dominicana.

Student work exemplar has been reproduced without any corrections to the student work and is reprinted with permission from the parents or guardians.

# *GOAL FOUR*

## UNDERSTAND THE NATURE OF LANGUAGE AND CULTURES THROUGH COMPARISONS

## CONTENT STANDARD 7: Comparisons Among Languages

*In at least one language other than English, students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.*

### K-12 PERFORMANCE STANDARDS

| Educational experiences in **Grades K-4** will assure that students: | Educational experiences in **Grades 5-8** will assure that students: | Educational experiences in **Grades 9-12** will assure that students: |
|---|---|---|
| • give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing; and | • understand how idiomatic expressions affect communication and reflect culture. | • analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English; and |
| • demonstrate an awareness of the target language's phonetic and writing systems and how they differ from the phonetic and writing systems in the English language. | | • evaluate the style of a communicative interaction in the target language. |

# ILLUSTRATIVE LEARNING ACTIVITY 4.7, GRADES K-4

## 1. *Katakana Characters*

During a unit on the Japanese writing system, students are introduced to the phonetic alphabet, the *katakana*. *Katakana* characters are most often used to write words that are of foreign origin, such as English or German words. When English words are written and pronounced in Japanese, they can sound very different. To exemplify this, students are given a ditto with two columns. One column contains words that are written in *katakana* and the other contains the English words from which the *katakana* words are derived; however, the two columns do not match up. The teacher holds up a card with a *katakana* word from the list and pronounces it for the students. The students must locate that word on the *katakana* list, find its English equivalent, and draw a line between the two. After the teacher reads each *katakana* word card, he or she gives it to a student. To correct the paper, one student reads an English word and the student who is holding the *katakana* equivalent of that word holds up the card for the class to see. The class then pronounces the word in Japanese as the teacher collects the cards. The activity proceeds until all the words are corrected. As a follow-up activity, students are given a sheet of simple *katakana* words and a *katakana* chart. They determine the romanization of the characters in each of the words on the chart and try to guess what the word might be in English (e.g., *supo-tsu*=sports).

# ILLUSTRATIVE LEARNING ACTIVITY 4.7, GRADES 5-8

## 1. *Don't Take It Literally*

A Spanish class studies a unit on weather expressions. On the first rainy day, the teacher says "It's raining cats and dogs." The class then compares the English expression with the Spanish expression *está lloviendo a cántaros/ llueve a cántaros*." The students discuss the images that the expressions evoke for them. They discuss how different cultures perceive the same events in different ways. The teacher provides the students with some vocabulary examples and the class discovers sayings and proverbs together, comparing images. Some fun examples that the teacher includes are *en boca cerrada no entran moscas* (a wise head keeps a closed mouth); *escapé del trueno y di con el relámpago* (I escaped from the thunder and ran into the lightning); *al jíbaro nunca se le quita la mancha del plátano* (the jíbaro can never get the spots out of a banana). The students are encouraged to recall some of their favorite expressions.

## ILLUSTRATIVE LEARNING ACTIVITY 4.7, GRADES 9-12

### 1. *Body Parts*

Students in an intermediate French class study vocabulary words that are associated with parts of the body. After completing several exercises in which these words are used literally, the teacher introduces various French idioms that refer to parts of the body, including *couter les yeux de la tete, avoir mal au coeur, un coup de main, avoir les jambes en coton, avoir la main verte* and *couper les cheveux en quatre*. The class then compares and contrasts the French idioms with their English equivalents, when appropriate. Students read sentences with these idioms and give their English equivalents. Students are then divided into groups and assigned various parts of the body. They research and compile idiomatic expressions that are associated with their assigned body part.

## SAMPLE 4.7, GRADES K-4

### ILLUSTRATIVE LEARNING ACTIVITY

### *Clothing: A Match or Mismatch?*

An elementary Spanish class is introduced to words for clothing in Spanish. The teacher then distributes the following activity and asks which words remind students of similar words (cognates) in English (botas – boots, blusa – blouse, suéter – sweater, pijama – pajamas, sandalias – sandals, etc.). Depending on the age of the students, the teacher explains how more than half of all English words are derived from Latin, which also is the basis for other Romance languages like Spanish, French, Italian and Portuguese. If the teacher speaks any of these other languages, he or she might then illustrate cognates from those languages, e.g., bottes - boots in French. Students then draw and label the clothing they are wearing today, add other clothing words, look them up in the dictionary and discuss similarities to English when they find them.

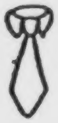
*Clothing: A Match or Mismatch?* is reprinted with permission from Kaye Wiley Maggart, curriculum assistant, New Haven Public Schools, New Haven, Connecticut.

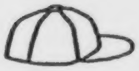
# SAMPLE 4.7, GRADES K-4

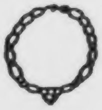
## *Clothing: A Match or Mismatch?*

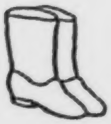
### *Handout #1*

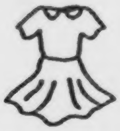
## La Ropa

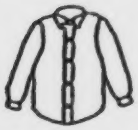

la corbata

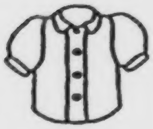

la gorra

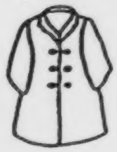

el collar

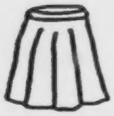

las botas

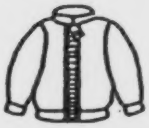

el vestido

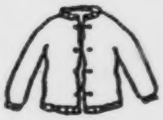

la camisa

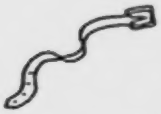

la blusa

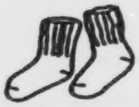

el abrigo

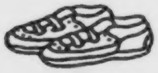

la falda

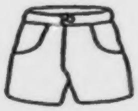

la chaqueta

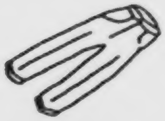

el suéter

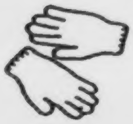

el cinturón / la correa

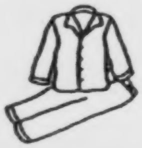

los calcetines

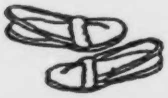

los zapatos

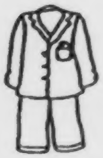

los pantalones cortos


los pantalones


los guantes


el pijama


las sandalias


el traje

*Handout #1* is reprinted with permission from *Ropas* in *Animalito Alfabeto: Un Diccionario de Actividades* by Kaye Wiley and Ethel Berger. Scott, Foresman • Addison Wesley, 1996, 94.

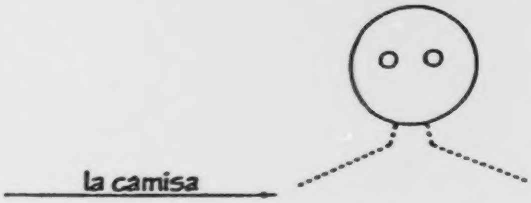
## SAMPLE 4.7, GRADES K-4

## PROTOTYPE ASSESSMENT

*Clothing: A Match or Mismatch?*

### Mi Ropa

**Dibuja lo que llevas hoy. Escribe las palabras al lado del dibujo.**



### ¿Qué llevas?

| | sí | no | | sí | no |
|---|---|---|---|---|---|
| **una corbata** | ___ | ___ | **una falda** | ___ | ___ |
| **el pijama** | ___ | ___ | **los zapatos** | ___ | ___ |
| **la camisa** | ___ | ___ | **la blusa** | ___ | ___ |
| **la gorra** | ___ | ___ | **el suéter** | ___ | ___ |
| **los calcetines** | ___ | ___ | **los pantalones** | ___ | ___ |
| **el vestido** | ___ | ___ | **el cinturón** | ___ | ___ |
| **la chaqueta** | ___ | ___ | **los pantalones cortos** | ___ | ___ |

Prototype assessment titled *Clothing: A Match or Mismatch?* is adapted from *Ropas*, in *Animalito Alfabeto* by Wiley and Berger, 95, and reprinted with permission.

## SAMPLE 4.7, GRADES 9-12

### ILLUSTRATIVE LEARNING ACTIVITY

### *English Derivatives*

A beginning Latin class has been studying the development of English words from Latin verbs compounded with Latin prepositions. The students are given a derivative project in which they must find a minimum of 50 English words that derive from one Latin verb. The teacher explains that first they must choose an organizational framework that can be illustrated in poster form. A tree is one suggestion, but many other designs, such as a flower or a school of fish, can also be used. Before the students organize the derivatives, the teacher explains the principles of compounding, the effects of assimilation and the derivative process.

Each student receives a handout with a list of all of the Latin prepositions, their various meanings, and the effects of assimilation on the prepositions. For example, *in* often changes to *im*, *il* and *ig* through assimilation. Each student selects a verb from a carefully determined list of Latin verbs that can yield many English derivatives.

One student chooses a tree as his or her framework, and the teacher has him or her place the four stems, which are the principal parts of the verb, on the trunk of the tree. For example, the student may select the Latin verb *cedo, cedere, cessi, cessus*. By compounding the verb with *e* or *ex*, the student derives excede, excess and excessive. By compounding the verb with *ad* (which becomes *ac* through assimilation), the student derives accede and access. By compounding the verb with *pro*, he derives proceed, process, etc. The students use an English dictionary to find derivatives from the Latin verb. For example, by looking for English words that begin with *ced* and *cess*, they determine by using the rubrics of the dictionary that these words come from the Latin verb. They prepare to defend their work, in case of challenge from the teacher or the class, by knowing all of the definitions of all of their English words.

Each student then decides how to organize the derivatives that he or she has identified on the poster. For example, the student may choose to group all of the derivatives that are formed by compounding the verb with the prefix *ad* on one branch of the tree. The students' work is displayed in the classroom and used for parents' night, and the very best projects are displayed in a local bank.

The illustrative learning activity, prototype assessment and Handouts #1
and #2 are reprinted with permission from Nancy Lister, Latin teacher
in the Vernon Public Schools, Vernon, Connecticut.

# SAMPLE 4.7, GRADES 9-12

## PROTOTYPE ASSESSMENT

### *English Derivatives*

This project is worth 100 points. Twenty percent (or points) of a student's grade on this project is based on the creativity and originality of the project. The remaining 80 percent (or points) is based on the number of correct derivatives. The minimum number of correct derivatives required for a passing grade on this project is 50, which gives a student 56 out of 80 possible points. If a student has 60 correct derivatives, he or she gets 64 out of 80 possible points; 70 correct derivatives yield 72 points, and 80 correct derivatives yield 80 points.

| # of Correct Derivatives | # of Points for Derivatives (out of 80) | # of Possible Points for Creativity/Originality (out of 20) | Total points (out of 100) |
|---|---|---|---|
| 50 | 56 | x | 56+x |
| 60 | 64 | x | 64+x |
| 70 | 72 | x | 72+x |
| 80 | 80 | x | 80+x |

Prototype assessment reprinted with permission from Nancy Lister.

# SAMPLE 4.7, GRADES 9-12

## *English Derivatives*

### *Handout #1*

Select a basic Latin verb and use all its principal parts. Here are some suggestions for verbs:

| | |
|---|---|
| porto, portare, portavi, portatus | to carry |
| video, videre, vidi, visus | to see |
| curro, currere, cucurri, cursus | to run |
| fero, ferre, tuli, latus | to carry |
| cedo, cedere, cessi, cessus | to go, yield |
| gredior, gredi, gressus | to step, go forward |
| duco, ducere, duxi, ductus | to lead |
| facio, facere, feci, factus (fio, fieri, factus sum) | to make |
| dico, dicere, dixi, dictus | to say, speak |
| do, dare, dedi, datus | to give |
| cado, cadere, cecidi, casus | to fall, set, sink, die, happen |
| peto, petere, petivi, petitus | to seek |
| teneo, tenere, tenui, tentus (tineo and -tain) | to hold |
| quaero, quaere, quaesivi, quaesitus | to seek, search for |
| sto, stare, steti, status | to stand |
| iacio, iacere, ieci, iactus (-icio) | to throw |
| caedo, caedere, cecidi, caesum | to cut down, kill, slaughter |
| capio, capere, cepi, captus (cipio) | to take, seize |
| rapio, rapere, rapui, raptus | to seize, snatch, drag |
| traho, trahere, traxi, tractus | to drag, pull |
| verto, vertere, verti, versum | to turn, turn up, turn over |
| habeo (hibeo), habere, habui, habitum | to have |
| ago, agere, egi, actus (igo) | to do, drive |
| mitto, mittere, misi, missus | to send |
| venio, venire, veni, ventus | to come |
| flecto, flectere, flexi, flectus | to bend, turn |
| premo, premere, pressi, pressus | to press |

Determine derivatives from the Latin word by using an English dictionary. If the word comes from Latin it will be so designated by the letter L for Latin or LL for late Latin. Usually derivatives come from the first, second and fourth parts of a Latin verb. For example, *mitto* gives admit and admission and *verto* gives invert and inversion. Consider, too, how English suffixes add meaning to words. For example, try -tor and -or, -ee, -sion, -tion and -ible (or able).

*Handout #1* is reprinted with permission from Nancy Lister.

# SAMPLE 4.7, GRADES 9-12

## *English Derivatives*

### *Handout #2*

Try to compound your verb by adding these prepositions, which may change through assimilation.

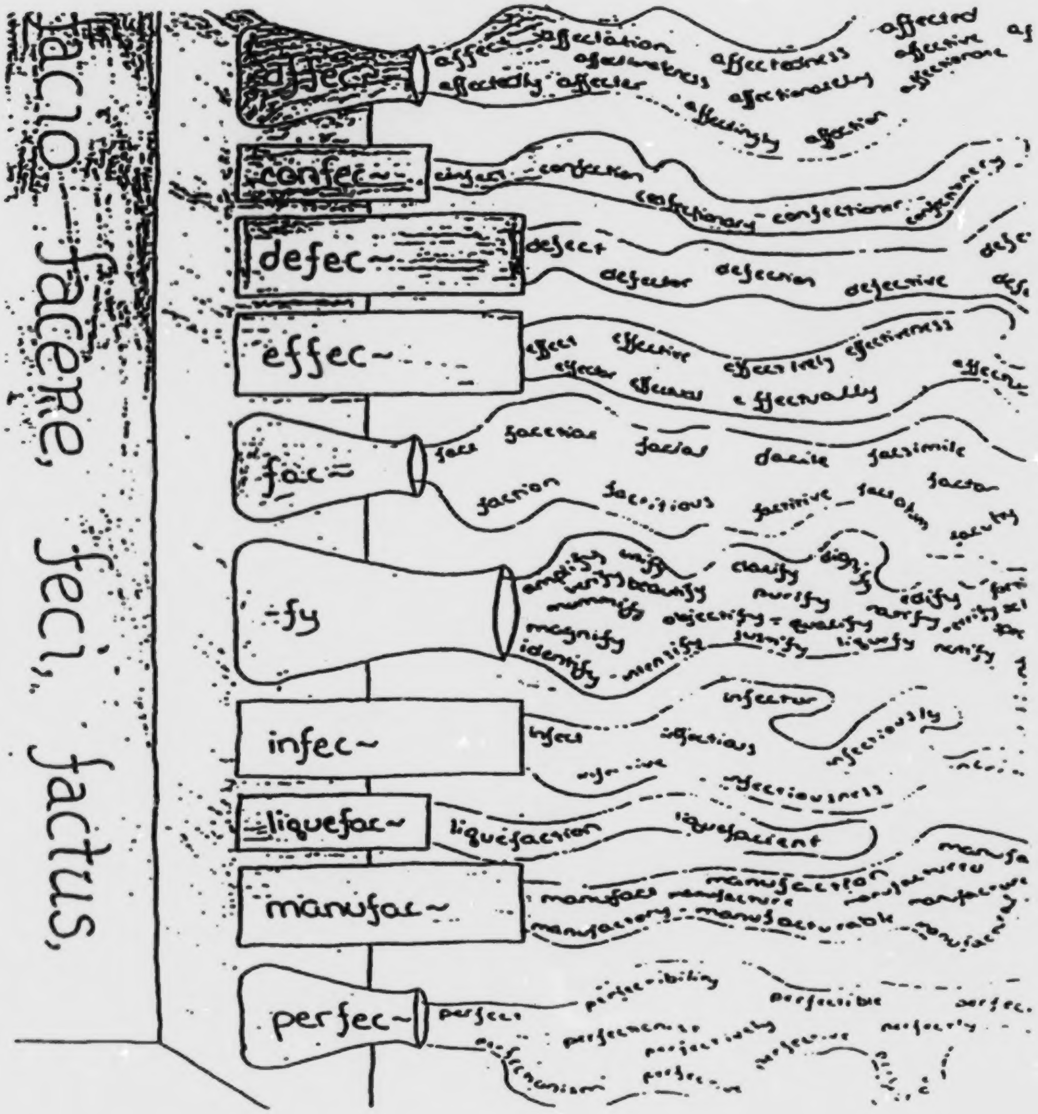
| | |
|---|---|
| a, ab | away from, from, off from |
| ad> acc-, agg-, app-, att- | to, towards, at, near |
| adversus | opposite |
| ante | in front of, before |
| apud | at, among |
| circa | about, around (place or time) |
| circum | about, around (of place) |
| cis, citra | this side of |
| contra | opposite, against |
| coram | in the presence of |
| cum> com-, comb-, comp-, comm-, con, coll, corr-, co- | with, together with |
| de | down from, from, about, concerning, of |
| e, ex> ef- | from, out of |
| erga | towards |
| extra | outside of |
| in> im, il-, ig- | in, on, into, onto, for, against |
| infra | below |
| inter | between, among |
| intra | within, inside |
| iuxta | near |
| ob> oc-, og-, of- | on account of |
| praeter | beyond |
| per | through, over |
| post | after |
| prae | before, for, in comparison with |
| pro | in front of, on behalf of |
| prope | near |
| propter | on account of |
| sub> suc-, sur- | under, up to, at |
| subter | under, below |
| secundum | just behind, following, according to |
| sine | without |
| super | above, over, on, beyond, upon |
| supra | on top of, above |
| tenus | as far as, up to |
| trans | across, over, through, by |
| ultra | beyond |
| versus | towards |

For example, aversion, convert, divert, avert, inevitable, perversion, subvert

*Handout #2* is reprinted with permission from Nancy Lister.

## STUDENT WORK EXEMPLAR

### *Derivatives*


facio, facere, feci, factus,
affec~
affect
affectation
affectedly
affecter
affectedness
affected
affective
affectingly
affection
affectionately
confec~
confection
confectionary
confectioner
confectionery
defec~
defect
defector
defection
defective
effec~
effect
effective
effector
effectively
effectiveness
effectually
fac~
face
facetiae
facial
facile
facsimile
faction
factitious
factitive
factotum
factor
faculty
-fy
amplify
unify
verify
beautify
mummify
magnify
identify
clarify
dignify
purify
objectify
qualify
edify
intensify
justify
liquefy
rectify
infec~
infect
infectious
infectiously
infectiousness
liquefac~
liquefaction
liquefacient
manufac~
manufact
manufacture
manufactory
manufacturable
manufaction
perfec~
perfect
perfectibility
perfectible
perfectness
perfectively
perfectly
perfective
perfectionism

Student work exemplar has been reproduced without
any corrections to the student work and is
reprinted with permission from the parents or guardians.

## CONTENT STANDARD 8: Comparisons Among Cultures

*In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.*

### K-12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will assure that students:

- demonstrate knowledge of the patterns of behaviors of the target culture(s) that are related to recreation and celebrations, comparing and contrasting them with behaviors in their own culture(s);
- identify and describe some cultural beliefs and perspectives relating to family, school, work and play in both the target culture(s) and their own culture(s);
- identify, compare and contrast different forms of communication in the target culture(s) and in their own culture(s), including signs, symbols, advertisements, packages, displays, murals, songs and rhymes;
- use new information and perspectives to recognize the similarities and differences among other cultures and their own culture(s); and

**(continued)**

Educational experiences in **Grades 5-8** will assure that students:

- compare and contrast art forms, such as music and songs from the target culture(s), with those in their own culture(s);
- investigate and report on cultural traditions and celebrations, such as holidays, birthdays, "coming of age" celebrations, seasonal festivals, religious ceremonies and recreational gatherings, that exist in both the target culture(s) and their own culture(s);
- solicit their peers' opinions on an aspect of United States culture through face-to-face contact or written exchanges, and compare this information with how their peers in the target culture(s) view the same topic;
- use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s); and

**(continued)**

Educational experiences in **Grades 9-12** will assure that students:

- discuss different forms of communication in the target culture(s), such as signs, symbols, advertisements, displays, songs and rhymes, as they are reflected in United States culture;
- compare and contrast the treatment of current issues in both the target culture(s) and their own culture(s) by drawing on authentic texts;
- analyze how other cultures view the role of the United States in the world arena;
- evaluate the effectiveness of a communicative interaction, based on cultural elements;
- use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s); and

**(continued)**

## K-12 PERFORMANCE STANDARDS, continued

| Educational experiences in **Grades K-4** will assure that students: | Educational experiences in **Grades 5-8** will assure that students: | Educational experiences in **Grades 9-12** will assure that students: |
|---|---|---|
| • use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s). | • use new information and perspectives to analyze the differences among other cultures and their own culture(s) and begin to explain the reasons for such differences. | • use new information and perspectives to demonstrate understanding of the similarities and differences among other cultures and their own culture(s). |

## ILLUSTRATIVE LEARNING ACTIVITIES 4.8, GRADES K-4

### 1. *Finger Signs*

Students learn to count in French from 1 to 10. The children demonstrate their understanding of spoken numbers by using the appropriate French gesture. For example, when they hear the number *deux*, they respond by holding up their thumb and index fingers. Likewise, after learning the months of the year and the numbers from 1 to 30, the children distinguish between months with 30 and 31 days by counting on the knuckles of their hands.

### 2. *Sports – Japanese Style*

Students in a Japanese class at Maloney Magnet School in Waterbury have been learning about sports in Japan. As a cultural follow-up activity, the students participate in a Japanese athletic festival called an *undokai*. Before the *undokai*, students are asked to brainstorm about what games they think would be held at an athletic festival, and the teacher records their guesses on butcher paper. The students then view slides and watch short videos of an actual Japanese *undokai*. They list the games that were actually played and discuss the differences between the types of games played in Japan and America. For example, the Japanese *undokai* consists of games that emphasize cooperation, and does not include prizes for individuals.

Before the Maloney School *undokai*, the Japanese teacher works with the regular classroom teachers, the physical education teacher and the art teacher to prepare students for the event. Classroom teachers are asked to continue the discussion of cooperation, the gym teacher prepares students for the Japanese morning exercises and the games, and the art teacher offers suggestions for classroom banners to be displayed at the field. In Japanese language classes, students participate in language-oriented activities that require cooperation as a team. Students also make headbands with their names written in Japanese.

The event is held at a local university, with the assistance of native Japanese university exchange students. During the event, the students interact with the native Japanese students, who run the games and record the scores. After the event, rewards are given to the classes with the most overall points in each grade level, as well as to the particular classes that win each event. As a culminating activity, students are asked to draw pictures of their favorite moment from the event; these pictures are combined with photographs taken at the *undokai* to decorate various bulletin boards throughout the school.

*Sports – Japanese Style* is reprinted with permission from
Jessica Thurrott, Japanese teacher at Maloney Magnet School,
Waterbury, Connecticut.

### 3. *Read and Tell*

Fourth-grade students are divided into groups of four and provided with an authentic sample of a target-language text. The sample may be a recipe, a grocery store advertisement, or a page from a dictionary, catalogue or phone book from the target culture. Each group is asked to discover as much information as possible about their particular text. As a means of comparison, their teacher then gives each group a similar example of text from the United States and asks them to discover as much information as possible about the U.S. text. Finally, each group identifies three similarities and three differences between each sample and presents their findings to the rest of the class.

# ILLUSTRATIVE LEARNING ACTIVITIES 4.8, GRADES K-4 (CONT.)

## 4. *Collages – "Kid" Culture*

As part of a unit on Japanese children's hobbies and interests, students investigate popular Japanese magazines for young people. Before looking at the Japanese magazines, the class looks through an American young people's magazine as a group and lists the popular images, characters and advertisements on the board. They also look at the colors, type styles and layout of the American magazine. The students then form pairs and choose a popular Japanese young people's magazine from a selection in the classroom. The pairs flip through the magazine using the same method of list-making previously modeled. They may ask the teacher to translate certain headlines or captions. Students summarize their findings through one of the following activities: If the Japanese magazines are dispensable, students cut out examples of the most popular images to make a collage to present to the class. If the magazines are to be used again, students draw their own collage representing the popular images in their magazines. At the top of the collage they write the name of the magazine in Japanese and the age and gender group for which it is intended (provided by the teacher). After the collages are presented to the class by each pair of students, the class returns to its original list to compare and contrast the magazines. These collages may also be used for extensive vocabulary practice, story writing and review of the colors or the Japanese writing system.

# ILLUSTRATIVE LEARNING ACTIVITIES 4.8, GRADES 5-8

## 1. *School Days*

As part of a unit on the French school system, high school French students watch a video of students attending high school in France and observe their activities. They notice a number of differences between the French high school environment and that of their own school. For instance, they see students sitting at partner desks and the teachers wearing smocks, and notice that the students' notebook pages look like graph paper. After watching the video, the class engages in a discussion, comparing and contrasting their high school experiences with those of French students. The discussion is based on what these students have learned about the French school system during this unit.

## 2. *What's on Tonight?*

Students receive copies of a television listing from the target culture. The world language teacher reviews the days of the week, dates and time. The students identify the day, date and time of shows and recognize when certain types of shows air and when there are no television offerings. Next they receive a copy of television listings in English. Students compare and contrast the variety of listings and the different air times for the shows.

Students then watch commercials from a television broadcast in the target language. The teacher asks them to extract the following information from the broadcast: name, type and description of the product. The students compare this information with information from a U.S. television commercial for the same or a similar product and compare/contrast the two presentations. How do both cultures present the products? Who are the spokespeople? What is the setting? Why is the product represented during this particular program? The students choose the commercial they think is the most effective and discuss their rationale; then they create a poster for a billboard for each product in the target language and conduct a contest in the school library for the best advertisement.

# ILLUSTRATIVE LEARNING ACTIVITIES 4.8, GRADES 9-12

## 1. *It's News To Me!*

Students in a world language class view or listen to a news broadcast from the target culture and compare and contrast it with the same type of broadcast from the United States. They analyze the broadcasts to determine their respective points of view and then prepare a summary, noting cultural perspectives and/or interpretations.

## 2. *A Funny Thing Happened . . .*

After viewing the film *A Funny Thing Happened on the Way to the Forum,* Latin students write a review about the depiction of the family members in the film, and compare and contrast them with the members of a typical Roman family (as introduced in previous readings and discussions in class). This assignment could be in the form of a movie review as presented in a newspaper. Prior to writing their reviews, the class discusses the roles, privileges and duties of the principal members of a Roman family, as well as the validity of the film's depiction of those aspects of the family. They compare and contrast the Roman family with modern-day families in the United States. In addition, the students discuss the role of household slaves in ancient Rome and determine whether characters such as Pseudolos are accurate portrayals of typical Roman slaves.

# SAMPLE 4.8, GRADES K-4

## ILLUSTRATIVE LEARNING ACTIVITY

### *La Tierra del Sol Naciente*

Third grade students in Glastonbury study Japan as part of their social studies unit. In order to reinforce and further this knowledge, the Spanish teachers have developed a parallel unit in Spanish. Their third graders learn about the geography of Japan, the weather, food, sports, clothing, money and education. Students are not only able to discuss the similarities and differences between their culture and that of the Japanese in Spanish, but continue to review and add to their Spanish vocabulary.

**Student Outcomes:**

- learn about life in Japan;
- prepare booklets about information learned (handouts are provided);
- reinforce content from their social studies class and further their knowledge of another discipline; and
- demonstrate an understanding of the concept of culture through a comparison of their culture and that of the Japanese.

## PROTOTYPE ASSESSMENT

### *La Tierra del Sol Naciente*

Students will demonstrate knowledge of clothing vocabulary learned in the unit on Japan by choosing clothing for a typical school day or for a traditional ceremony.

Students will demonstrate knowledge of food typical of the culture by drawing on a paper plate foods frequently eaten in Japan.

Students will identify sports played in Japan by matching the word to an item used to play that sport.

Students will demonstrate their knowledge of the geography of Japan by labeling a map with the bodies of water, the capital, mountains, rivers and major islands.

The illustrative learning activity and prototype assessment titled *La Tierra del Sol Naciente* is reprinted with permission from Roberta Keefe and Ida Shea, Spanish teachers in the Glastonbury Elementary Schools, Glastonbury, Connecticut.

# SAMPLE 4.8, GRADES 9-12

## ILLUSTRATIVE LEARNING ACTIVITY

### *The Gist of The Gesture*

Students in a high-school French class have learned that communicating in a language involves much more than simply speaking the language. In this activity, the class enjoys adopting French mannerisms by using gestures that are unique to the French culture. Students provide examples of gestures that they commonly use in American culture, such as knocking on wood, placing their index finger in front of their mouth to request silence, and shrugging their shoulders to indicate ignorance. French gestures are then introduced through teacher presentations, photographs and video clips. For example, pulling down the lower eyelid to convey disbelief, using the thumb and index finger to symbolize the number two, pursing the lips in the direction of an individual to point out that person and touching the elbow to denote stinginess, are all typical, authentic gestures that are used by French speakers.

In a Fairfield County high school, French IV students, now experts on French gestures, select one typical gesture and create a videotaped short skit to illustrate its meaning to French II students. The class is divided into small groups of three, and group members create skits in which two "French" people communicate using a gesture, and the third person, an American, misinterprets the gesture.

For example, the student work exemplar on page 116 is a skit in which one person pulls on his lower eyelid because he does not believe a word of the story that his friend is telling him. The American thinks that the person has a problem with his contact lens. The two French individuals proceed to explain the situation to their confused American friend. They also offer two other examples of appropriate use of this gesture to ensure their friend's understanding.

The illustrative learning activity and prototype assessment titled
*The Gist of the Gesture* is reprinted with permission from Margaret Nocturne,
French teacher at Joel Barlow High School, Redding, Connecticut.

# SAMPLE 4.8, GRADES 9-12

## PROTOTYPE ASSESSMENT

### *The Gist of The Gesture*

The skits are evaluated according to the following criteria (students are familiar with the criteria since their teacher frequently uses this rubric to evaluate their work):

| CRITERIA | POINTS |
|---|---|
| The skit conveys an authentic French gesture. | 0-1 |
| The gesture is explained in language that is appropriate for the understanding of French II students. | 0-1 |
| The skit includes two additional examples of appropriate use of the gesture. | 1-3 |
| The students develop an assessment rubric for the French II students to use to demonstrate their understanding of the gesture. | 1-3 |
| The French II assessment results prove to the teacher and the French IV class that the skit successfully communicated the meaning of the gesture. | 1-3 |
| The written script is handed in on time. | 0-1 |

Prototype assessment used with
permission from Margaret Nocturne.

## SAMPLE 4.8, GRADES 9-12

### STUDENT WORK EXEMPLAR

### *The Gist of The Gesture*

Francoise and Doug, an American exchange student, arrive at their *lycee* one cold morning and find their friend, Jacques, heading towards his *Solex* in the parking lot . . .

**Francoise & Doug:** Salut! Ou vas-tu si vite?

**Jacques:** Je rentre chez moi. Vous ne savez pas... il n'y a pas d'ecole aujourd'hui.

**Francoise:** Ca ne va pas la tete?!!!

**Jacques:** Si, si, c'est vrai. Il n'y a pas de classe aujourd'hui!!

**Francoise:** Mon oeil!! (Francoise pulls down her eyelid as she says this.) Tu reves?? Ce n'est pas possible!

**Doug (confused):** Tu as mal a l'oeil, Francoise?

**Francoise:** Mais non (laughing)...

**Doug:** Tu as perdu une lentille??!!

**Francoise:** Mais non, non (laughing again). Mon pauvre Doug, tu ne comprends vraiment pas... Ca veut dire que je ne crois pas Jacques. On ne ferme jamais l'ecole quand il fait beau.

**Jacques:** Oui mais aujourd'hui, on ferme parce que l'electricite ne marche pas!! Nous sommes en vacances!!

**Doug:** Je crois que je comprends...

**Francoise:** Tu vois, Doug, on fait ce geste, par exemple, quand on te dit que notre cantine sert la meilleure nourriture de Paris!!

**Jacques:** Ou bien, que je suis le plus intelligent de l'ecole (tu sais bien que je suis nul!!)... Alors, allons regarder le match de hockey a la tele. Pas de travail aujourd'hui!!

**Francoise:** Non, moi, je vais faire mes devoirs...

**Doug & Jacques (in unison):** MON OEIL (with gesture)

Student work exemplar has been retyped without any corrections
to the student work and is reprinted with permission from the parents or guardians.

# *GOAL FIVE*

## PARTICIPATE IN MULTILINGUAL COMMUNITIES WITHIN A VARIETY OF CONTEXTS

## CONTENT STANDARD 9: Communities

*In at least one language other than English, students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.*

### K-12 PERFORMANCE STANDARDS

| Educational experiences in **Grades K-4** will assure that students: | Educational experiences in **Grades 5-8** will assure that students: | Educational experiences in **Grades 9-12** will assure that students: |
|---|---|---|
| • exchange information about family, school events and celebrations with native speakers via letters, E-mail and audio- or videotapes;<br>• identify different types of employment in which target language skills are an asset; and<br>• review materials and/or media from the target language and culture for enjoyment. | • discuss with other students their families, school experiences, free-time activities and current events in the target language in written or oral form;<br>• demonstrate self-knowledge as well as understanding of others in areas of common interest through the target language;<br>• interact with members of the local community who are employed in a variety of professions to learn how they use the target language in their work;<br>• demonstrate their target language skills while involved in community activities;<br>• review materials and/or media from the target language and culture for enjoyment; | • communicate with members of the target culture and interpret information regarding topics of personal, community or world interest;<br>• use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experiences, school-to-work projects or school/individual exchanges with homestay;<br>• use various media from the target language and culture for personal enjoyment;<br>• establish and/or maintain interpersonal relations with speakers of the target language via E-mail and/or exchange programs; and<br>• read literature, listen to music and view films in the target language for entertainment. |

**(continued)**

## K-12 PERFORMANCE STANDARDS, continued

Educational experiences in **Grades 5-8** will assure that students:

- consult various sources in the target language to obtain information on topics of personal interest; and
- use various media from the target language and culture for entertainment.

# ILLUSTRATIVE LEARNING ACTIVITY 5.9, GRADES K-4

## 1. *Rhyme Time*

Students work in teams at workstations throughout the room listening to audiotapes of different rhymes in the target language for which they have illustrations. They practice the rhymes until they are confident that they can say them to the class. They create additional illustrations to help other students understand the rhymes and display the illustrations in the classroom. These students represent their school at the annual Rhyme Celebration sponsored by the Connecticut Council of Language Teachers.

# ILLUSTRATIVE LEARNING ACTIVITIES 5.9, GRADES 5-8

## 1. *It's a Blast!*

Students at Captain Nathan Hale Middle School begin a pen pal correspondence on the Internet with a school in Moscow. Over the years, this relationship leads to an exchange of students, teachers and community members. A Russian teacher reads about this exchange and volunteers to teach the American students the Russian language. Since the students are involved in a science project on rocketry with their Russian counterparts, the first words they learn are Russian space terms. They also learn how to count backward from the number 10 for lift-off. They build model rockets and launch them in Coventry, Connecticut, and Moscow. The students also use computer software to develop stacks of pictures and words in English and Russian. They include the correct pronunciation and Russian background music. Russian language instruction is now an integral part of the curriculum at Nathan Hale Middle School.

*It's a Blast!* is adapted and reprinted with permission
from *Standards for Foreign Language Learning: Preparing for the 21st Century,*
Sample Learning Scenario *Russian Science Project*, 93.

## 2. *¡Toro! ¡Toro!*

Middle school students in a Spanish class study a unit on holidays in different Spanish-speaking countries. The students find July 7, the festival of the Running of the Bulls, to be particularly interesting because it is so unique. After watching a video news clip of the famous event, students discuss the holiday in the target language, describing what they have seen and their reactions to the event. Using the computer lab, students connect through E-mail with students in countries other than Spain where Spanish is spoken. They write about their impressions of the holiday and ask their computer pen pals for their opinions and insights about the events. The students print out the replies they receive and share the information in groups. They discuss their impressions and those of their counterparts with students from Spain and request responses. The responses prompt a follow-up discussion in class about the unique holiday customs in various countries around the world.

## 3 *Mi casa es su casa.*

As part of a larger schoolwide community service project, students discuss how foreign visitors could be made comfortable, welcomed by merchants and encouraged to use municipal services in a new community. They conclude that making signs in various languages is the best way to invite visitors to a community to use municipal services. An eighth-grade Spanish class chooses the public library as the venue for its work. Working in pairs, partners assemble a list of vocabulary words and a directory of places and references where certain items can be found in the library. In addition, they prepare a list of useful Spanish expressions that are applicable to library users. Partners then compare and contrast their individual lists and report back to the whole class, which then brainstorms and produces a final list of relevant Spanish vocabulary words and phrases. The project culminates in the creation of brochures and posters that illustrate useful expressions for visitors. Appropriate sections of the library are designated for the items. Completed posters are displayed in the school building during Foreign Language Week prior to permanent installation in the community library. The students make the brochures available to visitors at the reference desk.

*Mi casa es su casa* is adapted and reprinted with permission
from *Standards for Foreign Language Learning: Preparing for the 21st Century,*
Sample Learning Scenario *Community Project*, 70.

# ILLUSTRATIVE LEARNING ACTIVITIES 5.9, GRADES 5-8 (CONT.)

## 4. *They Lived Happily Ever After*

Students view a movie in the target language (e.g., *La Bella y La Bestia* in Spanish, *Le Roi Lion* and *Tin Tin* in French, *Asterix* in Latin, *Aschenputtel* in German and *Pinocchio* in Italian). The teacher encourages students to compare familiar fairy tales and Disney films in English to children's movies and fairy tales in the target language.

# ILLUSTRATIVE LEARNING ACTIVITIES 5.9, GRADES 9-12

## 1. *Have Language, Will Travel*

The Center for Japanese Study Abroad (CJSA) is a "school-within-a-school" magnet Japanese language immersion program at Brien McMahon High School in Norwalk, Connecticut. The CJSA curriculum is designed to acquaint students with both old and new aspects of Japanese culture and help them to achieve a greater understanding of Japan. To further their understanding, all CJSA students have an opportunity to participate in a two-week study abroad program in Japan. The Japanese field experience begins in late May and lasts until early June. While in Japan, each student is placed with a Japanese family with a host brother or sister, and attends either Bunkyo Women's College High School or Kojo High School on a daily basis, Monday through Saturday. CJSA requires its students to attend host students' classes for 70 to 90 percent of the day, so they are immersed in the Japanese language and culture. The academic program consists of classes by CJSA staff members and visits to regular Japanese academic classes. In addition, each student participates in a cultural activities program, a high school club and athletic activities. Students also take field trips in urban Tokyo and historic Kamakura. During his or her stay, each student is required to complete a field research project related to Japanese studies and keep a daily journal.

*Have Language, Will Travel* is excerpted from Jassey, W. (1995).
*Fastback: Center for Japanese Study Abroad.* Phi Delta Kappan Educational Foundation.
Bloomington, Indiana, 8, 15, 16. Adapted and reprinted with permission.

## 2. *Wanderlust*

As an ongoing project, an annual exchange program is established between a Rockville, Connecticut, school and the Hainichen school in Saxony, Germany, through the German American Partnership Program. Many of the early German settlers of Northeast Connecticut emigrated from Saxony. Because Hainichen is in the former East Germany, the American students learn about the unification process and the resultant problems for both East and West, many of which they encounter when they travel to Hainichen. In April of the second year of the project, the American students travel to Germany to visit Berlin and Munich and for a two-week stay in Hainichen, where they attend the Gellert Gymnasium and live with German families. In October of the third year, the German students visit Vernon, Connecticut, where they attend Rockville High School and live with Vernon host families for three weeks.

## 3. *León, Nicaragua*

For more than 10 years, the New Haven Public School District, in conjunction with New Haven Sister Cities, Inc. (an affiliate of Sister Cities International), has sponsored overseas travel experiences for New Haven world language students. Through the New Haven/León Project, high school Spanish students from any of the city's seven high schools have the opportunity to spend their spring vacation in León, Nicaragua. Approximately 10 students attend preparatory meetings and background information sessions with their chaperone, who is a Spanish teacher, and the Sister City project staff. In León, the group is met and escorted by the New Haven Sister City staff members who live and work in León. During their stay, the students live with Nicaraguan families; visit schools, hospitals and other sites; and perform a service project for the people of León.

## ILLUSTRATIVE LEARNING ACTIVITIES 5.9, GRADES 9-12 (CONT.)

### 4. *Avignon, France*

New Haven Sister Cities sponsors an exchange program for high school French students in Avignon, France. The local Avignon committee and New Haven French teachers work together on the student selection and preparation process. Ten to 15 New Haven students travel to Avignon for three weeks in July, live with host families, visit the Pont du Gard, Nimes, Arles and Marseilles, and spend a weekend in Paris. In August, Avignon high school students travel to New Haven for three weeks to live with their American partners. The Sister Cities committee coordinates various activities in New Haven and throughout Connecticut for the Avignon students, who also spend a weekend in New York City.

Two factors make both of these travel programs unique. First, a very high level of cooperation exists between the New Haven school system and local community organizations. Second, because of substantial fund-raising efforts by the New Haven Public Schools' Ambassadors for International Education and the assistance of New Haven Sister Cities, Inc., cost is not a factor in student selection or participation. Many student travelers report that the experience has had a dramatic impact on their lives and has brought them new international friends. In addition, the students find that the opportunity to practice their language skills in an authentic environment motivates them to pursue further study of the language.

### 5. *To Russia with Love*

Students studying Russian in Wolcott, Southington and Waterbury enter a year-long partnership with three schools in Crimea. The program involves learning the language of the other country, communicating via the Internet, and traveling to the host school for three weeks. Students use electronic mail to develop a literary magazine in Russian and English, and they work on the project during their time together in both countries. The literary magazine is published at a World Wide Web site: http://csde.aces.k12.ct.us/. Anyone in the world with Internet access can read the magazine in Russian or English and send comments.

### 6. *Knowledge Is Power*

In order to share and demonstrate their knowledge of Latin and the ancient world with other Latin students in Connecticut, high school students compete at the annual Connecticut State Latin Day (CSLD). The most scholarly Latin students prepare to compete in the *Certamen*, the Roman quiz bowl. For many, the *Certamen* is considered the high point of the CSLD.

Latin students select subcommittees of student experts on the five topics of the *Certamen*: grammar; history; vocabulary and derivatives; literature and literary devices; and mythology. Students at each school select teams (a captain and three players) that compete with each other. The winning team represents its school at the CSLD. In order to ensure fairness, the Latin classes borrow or buy *Certamen* machines, a set of buzzers and lights that electronically enables the teacher, reader and spotters to determine who has buzzed in first. Each team competes in a contest in which the players are asked 10 toss-up questions that are derived from the five question categories. The team that buzzes in first is given the chance to answer the toss-up question. Each correct answer on a toss-up question gives the team 10 points and the opportunity to answer a bonus question, worth 5 points. At the end of the round of 10 toss-up questions, the team with the highest score wins the round.

At CSLD, 40 schools compete in two levels of the *Certamen*. Each school may enter two teams, with a minimum of three players per team. The lower level is for students in the first two years (or comparable) of Latin study. The higher-level team may include a student from the first two years of Latin, but must include two players from Latin III or higher. Normally, five or six rounds of play determine the winners of each level of the *Certamen*, who are rewarded with ribbons of distinction at the awards ceremony.

# SAMPLE 5.9, GRADES K-4

## ILLUSTRATIVE LEARNING ACTIVITY

### *¿...en la Orquesta latinoamericana?*

An elementary Spanish class is studying different musical instruments from Latin America. The teacher brings in samples of some instruments so the students can experiment with them. They listen to authentic music on audiotape and videotape. If possible, a musician comes into the class to play one of the instruments, or the students visit a place in the community where they can hear these instruments played. The teacher distributes the activity "¿...en la Orquesta latinoamericana?" and students discuss which instruments they think might be in a Latin American orchestra or band. They compare these instruments to familiar ones in their own communities. Discussion during this activity often reveals which students can play instruments or have musical talent.

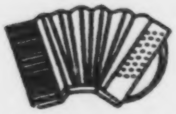
The illustrative learning activity and prototype assessment titled *¿...en la Orquesta latinoamericana?* are adapted and reprinted with permission from *¿...en la Orquesta latinoamericana?* in *Animalito Alfabeto: Un Diccionario de Actividades* by Kaye Wiley Maggart and Ethel Berger. Scott Foresman • Addison-Wesley, 1996, 82.

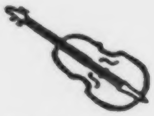
# SAMPLE 5.9, GRADES K-4

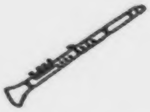
## PROTOTYPE ASSESSMENT

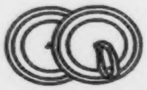
### *¿en la Orquesta latinoamericana?*

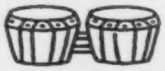
Marca una X al lado de los instrumentos que crees que hay en una orquesta latinoamericana.

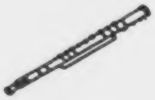

el acordeón __X__

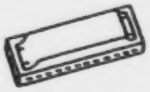

el cello ____

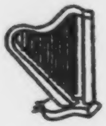

el clarinete ____

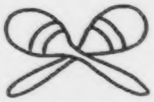

los platillos ____

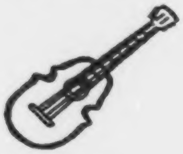

los bongós ____

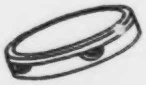

la flauta ____

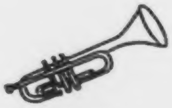

la armónica ____

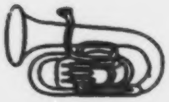

el arpa ____

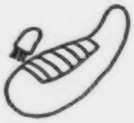

las maracas ____

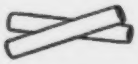

la guitarra ____

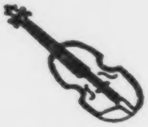

la pandereta ____


la trompeta ____


la tuba ____


el güiro ____


las claves / los palillos ____


el violín ____

Dibuja un instrumento musical diferente a éstos.

Describe tu instrumento.

Mi instrumento es . . . ____________

____________

Prototype assessment is adapted from *Animalitos Alfabetos: Un Diccionario de Actividades* with permission from the authors Kay Wiley Maggart and Ethel Berger and Scott Foresman • Addison Wesley, 82.

## SAMPLE 5.9, GRADES 5-8

### ILLUSTRATIVE LEARNING ACTIVITY

### *Our Friends to the North*

A middle school French teacher visits Quebec City each spring with her eighth graders, who prepare all year for the experience. There they visit a school one afternoon to meet the children to whom they have sent letters and who have only limited English skills. The students also visit museums, have a treasure hunt in the Old City, experience French cuisine and spend an evening at a sugar shack. This immersion experience provides the students with an opportunity to practice their emerging French language skills and at the same time make personal discoveries about French Canadian culture.

## SAMPLE 5.9, GRADES 5-8

### PROTOTYPE ASSESSMENT

### *Our Friends to the North*

The students' introductory letter must include, in French:

1. Return address
2. Date
3. Greeting
4. "In French class, my name is...."
5. Your age
6. A description of yourself
7. Descriptions of your family/pets
8. A description of two or more things you like (sports, music, collections, hobbies)
9. A school subject you like
10. How long you have been studying French, with a question about how long the reader has been studying English
11. One or more: *Ecris-mois bientôt!*
    *Peux-tu m'envoyer une photo?*
    *Bonnes vacances!*
12. Close with *amitiés* and your name

The illustrative learning activity and prototype assessment titled *Our Friends to the North* are reprinted with permission from Ellen Brookes, French and Spanish teacher at Silas Deane Middle School in Wethersfield, Connecticut.

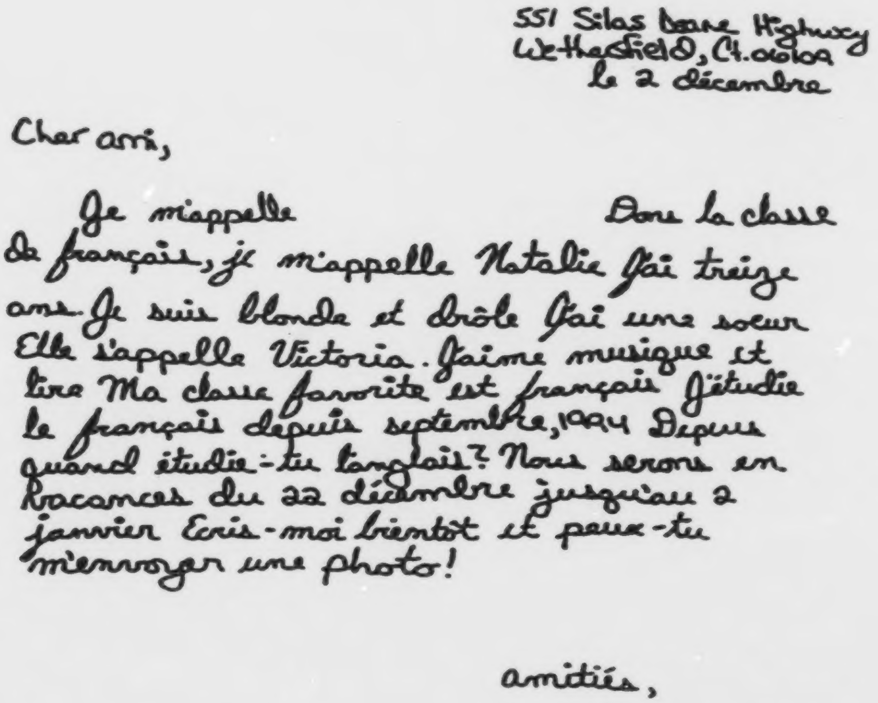
## EVALUATION DE LA LETTRE

| | il manque dans le passage 0-1 | le passage contient des fautes 2-3 | le passage est complet et correct 0-1 |
|---|---|---|---|
| ton adresse<br>date<br>salutation<br>phrase #4<br>phrase #5<br>phrase #6<br>etc. | | | |

## SAMPLE 5.9, GRADES 5-8

### STUDENT WORK EXEMPLAR

*Our Friends to the North*



551 Silas Deane Highway
Wethesfield, Ct. 06109
le 2 décembre

Char ami,

Je m'appelle Dans la classe de français, je m'appelle Natalie J'ai treize ans. Je suis blonde et drôle J'ai une soeur Elle s'appelle Victoria. J'aime musique et lire Ma classe favorite est français J'étudie le français depuis septembre, 1994 Depuis quand étudie-tu l'anglais? Nous serons en vacances du 22 décembre jusqu'au 2 janvier Ecris-moi bientôt et peux-tu m'envoyer une photo!

amitiés,

(Student name)

Student work exemplar has been reproduced without any corrections to the student work and is reprinted with permission from the parents or guardians.

## SAMPLE 5.9, GRADES 9-12

### ILLUSTRATIVE LEARNING ACTIVITY AND PROTOTYPE ASSESSMENT

*¡Próspero Año Nuevo!*

**Student Outcomes**

Students use the language beyond the classroom to communicate with a senior citizen not already known to them. (public relations)

Students make an original greeting card using the subjunctive in their wishes and add an English translation.

Students serve as translators of the greetings and acknowledgment slip.

**Process**

Students identify a senior citizen who is unknown to them and living in the community, and submit name and address to teacher.

Students design graphics and a greeting for a New Year's card using the subjunctive in their wishes. They include an accurate translation of their message on the back of the card.

Some students volunteer to make cookies (for extra credit) using an authentic recipe from the target culture. Other students package the cookies in class and distribute a small (wrapped) plate to each student. Teacher provides a copy of the recipe.

Students deliver cookies, recipe and card to their senior citizen during the December holidays, explaining the activity and translating the card and the acknowledgment slip which the senior citizen is asked to sign. (Recipients may add a comment if they wish.)

Students submit the acknowledgment slips the first day of school after the holiday vacation to complete the project and receive their grade.

**Rubrics**

Follow instructions, including punctuality (10)
Correct punctuation (10)
All writing in Spanish is correct, including accent marks (10)
Correct English translation and spelling (10)
Correct card size (8.5 x 11) (10)
Neat, readable printing (10)
Design: drawings, color use, shapes and lines (10)
Creativity and originality (10)
Overall neatness (10)
Overall effort (10)

The illustrative learning activity and prototype assessment titled *¡Próspero Año Nuevo!* are reprinted with permission from Emily Peel, Spanish teacher at Wethersfield High School in Wethersfield, Connecticut.

# SAMPLE 5.9, GRADES 9-12

## ILLUSTRATIVE LEARNING ACTIVITY AND PROTOTYPE ASSESSMENT

### *Trash or Treasure?*
### *(¿La basura o un tesoro?)*

**Task**

Students bring to class one to three items found locally which have writing in English and the target language and may include other languages.

**Student Outcomes**

Students become aware of the increasing use of other languages in addition to English in items present in their own environment.

They use their language skills to identify, categorize and describe the items they find.

They practice higher-order thinking skills when they infer the reasons for the presence of more than English on these items, write a brief **report** in the target language and have a **debate** on proposals to make English the official language of Connecticut or of the United States. (Spanish IV class debates in Spanish.)

**Procedure**
**Day 1**

The teacher launches the project and gives the students **10 days** to find and bring in one to three items, log in their item(s) and write a brief report describing what they are, where they were found and why they use two or more languages.

Examples may include instructions, ingredients, a warning of a hazard or other information.

Resources may be a bill or invoice, an ad, a menu, a carton or box, a bottle, a can, a piece of paper, a napkin, a little plate, a cup, a glass, a place mat, a spoon, a clothing tag, wrapping paper, a bag, a sign.

**Rubric**

A=All the instructions have been followed, all items are submitted on time, and reports are written without errors.

B=All instructions have been followed but there are some writing errors.

C=The brief reports have many errors and item(s) have arrived late.

F=Nothing is brought in, neither item nor report, or such poor effort and quality are evident, it is deemed unacceptable.

**Day 11/12**

Students form groups of four and each describes to its group two items withdrawn from "The Garbage Bag" containing all the collected items from the class. One member records the information given and submits that documentation for the group.

**(continued)**

The illustrative learning activity and prototype assessment titled
*Trash or Treasure* are reprinted with permission from Emily Peel, Spanish teacher
at Wethersfield High School, and Ellen Brookes, French and Spanish teacher
at Silas Deane Middle School, Wethersfield, Connecticut.

**Day 12/13** Evaluation: Students evaluate the activity and hand in their comments.

**High school-level activity:**

Students prepare for **The Debate** on the pros and cons of "Making English the Official Language of Connecticut or of the United States."

Each class is evenly divided into pro and con groups. All students do the research (in English) and then prepare notes for the debate in the target language using a vocabulary list the teacher provides.

**Day 20/21** **The Debate!** Oral points are awarded during the activity and students' notes become a part of their portfolios.

**Rubric** A=Enthusiastic, very frequent participation with all utterances comprehensible and a high level of accuracy in both comprehending and speaking the language.

B=Frequent participation with some utterances incomprehensible and a moderate level of accuracy in both comprehending and speaking the language.

C=Minimal participation: each student must ask or answer at least one question and make at least one comment during the debate.

F=No active participation.

# SAMPLE 5.9, GRADES 9-12

## ILLUSTRATIVE LEARNING ACTIVITY

### *Table Talk*

The Clinton French Exchange Program is an intercultural program that links The Morgan School with a partner school in Poitiers, France. Participation is limited to students who have successfully completed three years of French at the secondary level because motivated, mature students with adequate language skills are the most likely to reap the greatest benefits from the program. Selection of student participants is based on performance in French, general scholastic achievement, teacher recommendations and the student's desire to fully experience living and studying abroad. Participation in the program has come to be viewed by serious-minded students as a reward for their hard work and, for many, represents a formative, most memorable event in their high school years.

Students are matched with French "correspondents" who host the students and, in turn, reside with the students during their trip to the United States. American and French students spend a total of six weeks together (three in France and three in the United States). They attend school together and help each other with various assignments. One of the American students' assignments is to interview their French families, including the adults and the student(s). They also research a topic of interest (e.g., architecture, advertising, etc.), keep a daily journal, and attend special preparatory classes for one month prior to departure.

### Interview

Student participants in The Morgan School French Exchange Program are required to conduct an interview with a student and an adult in their host family. They design their own interview questions and are free to report their findings as answers to questions or in a narrative form. Their objective is to discover the ways in which social structures (e.g., institutions such as the family, marriage and religion) as well as individual choice, temperament, etc., influence their hosts' lives. Based on the information they gather in these interviews, students are able to compare the French culture with their own.

The illustrative learning activity and prototype assessment titled
*Table Talk* are reprinted with permission from Olga Musacchio, French teacher
at The Morgan School, Clinton, Connecticut.

# SAMPLE 5.9, GRADES 9-12

## PROTOTYPE ASSESSMENT

## *Table Talk*

## Interview Scoring Rubric

| SCORE | CRITERIA |
|---|---|
| 1 | • Fails to cover a variety of topics<br>• Interviewee's answers do not address the interview questions<br>• Limited, inaccurate use of vocabulary and incorrect spelling<br>• Poor use of grammatical structures impedes meaning |
| 2 | • Attempts to cover several topics<br>• Some responses address interview questions<br>• Inaccurate use of vocabulary and incorrect spelling<br>• Poor use of grammatical structures interferes with comprehension |
| 3 | • Covers a number of topics<br>• Most responses answer interview questions<br>• Some awkward use of vocabulary and some spelling errors<br>• Grammatical mistakes are evident, but general meaning is comprehensible |
| 4 | • Covers several topics<br>• All of the responses adequately address the interview questions<br>• Accurate use of vocabulary, few spelling or grammatical errors<br>• Ideas are clear and understandable |
| 5 | • Covers many topics<br>• Responses to interview questions are thorough and cite examples<br>• Accurate use of vocabulary, correct spelling<br>• Accurate use of grammatical structures |
| 6 | • Thorough coverage of a variety of topics<br>• Responses to interview questions are thorough and cite many examples<br>• Interview questions display insight, creativity and cultural awareness<br>• Accurate use of idioms and interesting vocabulary<br>• Expression is free of errors, effective and fluent |

## SAMPLE 5.9, GRADES 9-12

### STUDENT WORK EXEMPLAR

*Table Talk*

**Student Interview (Excerpts)**

Description de l'école

1. Est-ce que l'école est une école publique ou privée?

   "L'école est une école publique."

2. Combien d'élèves y a-t-il?

   "Il y a presque 2,000 élèves."

3. Est-ce que l'école est miste?

   "Oui, l'école est miste."

4. De quel âge sont les élèves?

   "Les élèves sont au moins 15 ou 16 mais au plus 22 ou 23."

5. Les bâtiments sont en quel état? Y a-t-il une cour? Un amphi? Une cantine? Des labos de sciences? De langues?

   "Les bâtiments sont en mauvais état. Il y a une cour, une cantine, des labos de sciences, et de langues. Mais, il n'y a pas un amphi."

Student work exemplar has been retyped without any corrections to the student work and is reprinted with permission from the parents or guardians.

6. A quelle heure commencent les cours?

"Les cours commencent à 8h."

7. Combien de temps durent-ils?

"Ils durent pour 55 minutes."

8. Combien de cours y a-t-il chaque jour?

"Il y a 9 cours chaque jour."

9. Combien d'élèves y a-t-il dans chaque classe? Quel est le maximum?

"Il y a 25 dans chaque classe, mais le maximum est 35."

10. Combien de niveau y a-t-il dans l'école?

"Il y a 3 niveau, et aussi le BTS."

11. Les élèves choisissent-ils une spécialisation?

"Oui, ils choisissent une spécialisation."

12. Ont-ils des épreuves souvent?

"Non, ils n'ont pas dépreuves souvent."

13. Quel bac votre correspondant prépare-t-il?

"Elle prépare pour le Bac Litteraire.

14. Combien de fois par an reççoit-on son bulletin?

"On reçoit son bulletin 3 fois par an."

15. En général, combien de temps passent-ils à faire des devoirs?

"En général, ils passent 1 heure 30 à faire des devoirs."

Le déjeuner

1. Combien de temps ont-ils pour le déjeuner?

"Il y a 1 heure 30 pour le déjeuner."

2. Combien coute-til?

"Il coute 10 ou 15 francs."

3. Est-ce que tout le monde mange ensemble?

"Oui, tout le monde mange ensemble."

4. Décrivez un repas typique?

"Un repas typique:, friand, steak/frites, fromage, salade, pain, et glace."

Le Programme d'études

1. Quels choix de matières y a-t-il?

"Les langues, sciences, ou art sont les choix de matières."

2. Combien de cours faut-il suivre chaque année?

"Il faut suivre 8 cours chaque anné."

3. Est-ce que les sports jouent un role important à l'école? Expliquez.

"Non, parce qu'il y a seulement deux heures des sports chaque semaine et si on râte le cour des sports on peut toujours reussir le Bac/ ou l'omée."

4. Quelles langues les élèves apprennent-ils?

"Ils apprennent anglais, espagnol, allemand, italienne, russe, et latin."

5. L'étude des langues est-elle obligatoire?

"Oui, elle est obligatoire."

6. Y a-t-il des échanges avec des pays étrangers? Lesquels?

"Oui, il y a des échanges avec les Etas-Unis, l'Angleterre, L'Espagne, et l'Allemagne, L'Italie, et le Russie."

7. Quels sont les rapports entre les élèves et les professeurs?

"Les rapports sont bons."

8. Est-ce que-on se tutoie? Quand?

"On se tutoise avec les personnes du même age."

9. Décrivez l'ambiance dans les classes?

a/ les élèves participent-ils?

"Ça depende des cours."

b/ font-ils attention?

"Oui, ils font attention."

c/ se parelent-ils sans écouter le prof?

"Mais oui, ils parlent sans écouter le prof, quelquefois."

d/ sont-ils préparés pour le cours?

"Mais oui, ils sont prépáres pour le cours."

10. Comment les professeurs réagissent-ils quand les élèves posent un problème en classe?

"Ils essaient de repondre."

11. Y a-t-il des clubs dans l'école? Lesquels?

"Oui, il y a des clubs comme L'Association Sportive, et le Club Echec."

12. Un lycée qui a un programme Sports-Etudes est-il bien différent?

"Oui, il est bien différent."

13. Y a-t-il des lycées qui offrent des programmes particuliers (musique, art, sciences)?

"Oui, il y a d'autres lycée qui offrent des programmes particuliers."

Les loisirs

1. Pendant la semaine,combien de temps passent-ils a regarder la télé? (au lieu de faire leurs devoirs?)

"Elle regarde la télé pour 7 heures chaque semaine. (Mais 0 heures au lieu de faire ses devoirs!)"

2. Ont-ils d'autres intérèts?

"Oui, ils ont d'autres intérêts."

3. Que font-ils pour s'amuser? (cinéma, discothèque, se rencontrent-ils avec des amis?)

"Ils s'amusent par les cinémas, les discothèques, rencontrent avec des amis, les cafés, les concerts..."

4. Y a-t-il beaucoup de jeunes qui fument? boivent?

"Oui, il y a beau coup des jeunes qui fument et boivent."

5. Quelle est l'attitude des jeunes envers les rapports sexuels avant le marriage? S'inquiètent-ils du SIDA?

"Les jeunes n'attendent pas le marriage."

6. Les jeunes s'intéressent-ils beaucoup à la politique?

"En générale, oui les jeunes s'intéressent à la politique."

7. Est-ce que l'Europe sans frontières a vraiment change leur vie? Comment?

"Non, pas vraiment."

8. Comment voient-ils le rôle des USA dans le monde aujourdhui?

"Restez à sa place!"

9. Pourquois s'intéressent-ils à venir aux USA?

"Pour pouvoir se faire leur propre idée de ce qu'est que le rêve americain."

Questions Generales sur les Jeunes

1. Quels sont leurs rêves pour l'avenir?

"Elle ne sait pas."

2. Quels métiers les intéressent?

"Elle ne sait pas."

3. Comptent-ils se marrier? avoir des enfants?

   "Non, elle ne compte pas se marrier, mais oui, elle compte avoir des enfants."

4. Qu'est-ce qui les inquiètent le plus?

   "La montée du racisme en France."

Student work exemplar has been retyped without any corrections to the student work and is reprinted with permission from the parents or guardians.

# LEARNING ACTIVITIES INDEX
## Grades K-4

| Program Goal | Content Standard | Learning Activity | Language | Topic | Assessment | Exemplar | Page |
|---|---|---|---|---|---|---|---|
| **Communication (1)** | 1.1 | The Hungry Caterpillar | All | Food | | | 16 |
| | 1.1 | Weather in Motion | All | Environment | | | 16 |
| | 1.1 | A Kindergartner's Curriculum (Sample) | Spanish/All | Information | | | 19 |
| | 1.2 | Once Upon a Time... | All | Fairy Tales | | | 28 |
| | 1.2 | Tiny Ambassadors | Japanese/All | Pen Pals | | | 28 |
| | 1.2 | What Clothes Do We Pack? (Sample) | German/All | Clothing | X | X | 31 |
| | 1.3 | "Rainforest Crunch" | Spanish/All | Environment | | | 37 |
| | 1.3 | See, Say and Sing! | Italian/All | Music | | | 37 |
| | 1.3 | "One, two, buckle my shoe!" | Portuguese | Rhyme | | | 37 |
| **Cultures (2)** | 2.4 | Bonjour, Madame | French | Cultural Practices | | | 47 |
| | 2.4 | Daruma-san | Japanese | Cultural Practices | | | 47 |
| | 2.4 | El Día de los Muertos | Spanish | Cultural Practices | | | 47 |
| | 2.4 | Más personas importantes (Sample) | Spanish/All | Famous People | X | | 50 |
| **Connections (3)** | 3.5 | Number Facts | All | Math/Numbers | | | 68 |
| | 3.5 | Butterflies Everywhere! | Spanish/All | Interdisciplinary | | | 68 |
| | 3.5 | Jurassic Mountain | Spanish/All | Animals | | | 68 |
| | 3.5 | I Have a Yen for . . . (Sample) | Japanese/All | Food/Math | X | X | 71 |
| | 3.6 | Making Friends | Spanish/All | Videotape Exchange | | | 83 |
| **Comparisons (4)** | 4.7 | Katakana Characters | Japanese | Language | | | 96 |
| | 4.7 | Clothing: A Match or Mismatch? (Sample) | Spanish/All | Clothing | X | | 99 |
| | 4.8 | Finger Signs | French | Culture | | | 109 |
| | 4.8 | Sports — Japanese Style | Japanese | Culture | | | 109 |
| | 4.8 | Read and Tell | All | Culture | | | 109 |
| | 4.8 | Collages — "Kid Culture" | Japanese/All | Culture | | | 110 |
| | 4.8 | La Tierra del Sol Naciente (Sample) | Spanish/All | Social Studies | X | | 113 |
| **Communities (5)** | 5.9 | Rhyme Time | All | Oratory | | | 120 |
| | 5.9 | "¿ ... en la Orquesta...?" (Sample) | Spanish | Music | X | | 125 |

# LEARNING ACTIVITIES INDEX
## Grades 5-8

| Program Goal | Content Standard | Learning Activity | Language | Topic | Assess-ment | Exem-plar | Page |
|---|---|---|---|---|---|---|---|
| Communication (1) | 1.1 | Where is the Turtle? | Italian/All | Animals | | | 17 |
| | 1.1 | Savoir Faire with French Food (Sample) | French/All | Food Skits | X | X | 20 |
| | 1.2 | Roman Family Roles | Latin | Family | | | 29 |
| | 1.2 | Environmental Awareness | All | Environment | | | 29 |
| | 1.3 | Quo Vadis — I, II, III? | Latin/All | Math/Numbers | | | 38 |
| | 1.3 | Poetic Insight (Sample) | Latin/All | Oratory | X | X | 40 |
| Cultures (2) | 2.4 | Pierogi or Golabki? | Polish/All | Cultural Practices | | | 48 |
| | 2.4 | Aztec Pretenders | Spanish | Culture | | | 48 |
| | 2.4 | Latin Roots are Everywhere! | Latin | Culture | | | 48 |
| | 2.4 | Music is the Key! Geografía musical (Sample) | Spanish | Music | X | | 56 |
| Connections (3) | 3.5 | Exploration: Past and Present | All | Social Studies | | | 69 |
| | 3.5 | Demi-Plié | French | Dance | | | 69 |
| | 3.5 | Family Images | All | Language Arts/ Music | | | 69 |
| | 3.5 | Chinese Family Ties (Sample) | Chinese | Social Studies | X | X | 74 |
| | 3.6 | Internet Pals | French/All | Internet | | | 84 |
| | 3.6 | Too Much Homework? | All | Technology | | | 84 |
| Comparisons (4) | 4.7 | Don't Take It Literally | Spanish | Language/ Expressions | | | 97 |
| | 4.8 | School Days | French | Culture | | | 111 |
| | 4.8 | What's on Tonight? | All | Culture | | | 111 |
| Communities (5) | 5.9 | It's a Blast! | Russian | Internet Pals | | | 121 |
| | 5.9 | ¡Toro! ¡Toro! | Spanish | Internet Pals | | | 121 |
| | 5.9 | Mi casa es su casa | Spanish | Community Outreach | | | 121 |
| | 5.9 | They Lived Happily Ever After | All | Movies/Fairy Tales | | | 122 |
| | 5.9 | Our Friends to the North | French | Pen Pals/Visit | X | X | 127 |

# LEARNING ACTIVITIES INDEX
## Grades 9-12

| Program Goal | Content Standard | Learning Activity | Language | Topic | Assessment | Exemplar | Page |
|---|---|---|---|---|---|---|---|
| **Communication (1)** | 1.1 | Prime Time Live | Spanish/All | Media | | | 18 |
| | 1.1 | Friends in Faraway Places | Spanish/All | Video/E-mail | | | 18 |
| | 1.2 | Vive Le Sport! | French/All | Sports | | | 30 |
| | 1.2 | Women in Virgil's Aeneid | Latin | Women | | | 30 |
| | 1.2 | E-mail Correspondence | All | Key Pals | | | 30 |
| | 1.3 | Grave Matters! | German | People | | | 39 |
| | 1.3 | "...Lend Me Your Ears!" | Latin | Oratory | | | 39 |
| | 1.3 | Compañeros electrónics (Sample) | Spanish/All | Key Pals | X | | 42 |
| **Cultures (2)** | 2.4 | Je mange, donc je suis. | French | Cultural Practices | | | 49 |
| | 2.4 | The Year of the Dog | Chinese | Cultural Practices | | | 49 |
| | 2.4 | Documentary Filmmaking | German | Culture | | | 49 |
| | 2.4 | Le Mariage Français (Sample) | French | Cultural Practices | X | X | 58 |
| **Connections (3)** | 3.5 | Hot Topics | All | Social Studies | | | 70 |
| | 3.5 | Light on Landscapes | French | Art/Environment | | | 70 |
| | 3.5 | More Than a Fortune Cookie | Chinese | Social Studies | | | 70 |
| | 3.5 | Who Am I? | All | Social Studies | | | 70 |
| | 3.5 | AIDS Research | French | Biology | | | 70 |
| | 3.6 | We See the Light! | French | Multimedia | | | 85 |
| | 3.6 | Gargoyles and Other Tales | French | Internet/Video | | | 85 |
| | 3.6 | Electronic Research/ Documentation (Sample) | Spanish/All | CD-ROM/Internet | X | X | 86 |
| **Comparisons (4)** | 4.7 | Body Parts | French | Language/Idioms | | | 98 |
| | 4.7 | English Derivatives (Sample) | Latin | Language/ Derivatives | X | X | 102 |
| | 4.8 | It's News To Me! | All | Culture | | | 112 |
| | 4.8 | "A Funny Thing Happened...." | Latin | Culture | | | 112 |
| | 4.8 | The Gist of the Gesture (Sample) | French | Culture | X | X | 114 |
| **Communities (5)** | 5.9 | Have Language, Will Travel | Japanese | Exchange | | | 123 |
| | 5.9 | Wanderlust | German | Exchange | | | 123 |
| | 5.9 | León, Nicaragua | Spanish | Exchange | | | 123 |
| | 5.9 | Avignon, France | French | Exchange | | | 124 |
| | 5.9 | "To Russia with Love" | Russian | Exchange/ Project | | | 124 |
| | 5.9 | Knowledge Is Power | Latin | Competition | | | 124 |
| | 5.9 | ¡Próspero Año Nuevo! (Sample) | Spanish/All | Community Outreach | X | | 129 |
| | 5.9 | Trash or Treasure? (Sample) | Spanish/All | Language/Sources | X | | 130 |
| | 5.9 | "Table Talk" (Sample) | French | Exchange/ Interview | X | X | 132 |

# IMPLEMENTING THE CURRICULUM 3

*"The engaged voice must never be fixed and absolute but always changing, always evolving in dialogue with a world beyond itself."*

**bell hooks**
**American Educator**

**PROGRAM DELIVERY STANDARDS FOR IMPLEMENTING A HIGH-PERFORMANCE PROGRAM**

Curriculum
Instructional Materials
Instructional Time
Instructional Technology
Instructional Connections
Professional Development
Professional Interaction
Professional Supervision And Evaluation
Assessment of Students
Monitoring Programs
Grouping And Tracking
Student Support
Articulation And Alignment
Resource Personnel And Leadership

## Program Delivery Standards For Implementing A High-Performance Program

**I. Curriculum. A high-quality program is defined, guided and supported by a comprehensive, developmentally appropriate, written curriculum that has been developed considering the latest research and thinking in the field.**

A school or district's curriculum delineates the overarching philosophy and goals of the program; presents the key objectives or outcomes for each grade level or course; provides illustrative examples, tasks and/or activities; includes the available resources for implementing the curriculum; and details how the outcomes or objectives will be assessed.

A high-quality program uses a comprehensive, interactive, teacher-friendly curriculum guide to provide clear direction, articulation between K-12 grades and courses, coherence among the program's components and strategies for postsecondary articulation.

A high-quality program offers a variety of languages in the curriculum, selected according to the following factors:

- community input based on local traditions and ethnic interests;
- availability of well-trained teachers who have a long-term commitment to the program;
- the number of languages a district can financially support through advanced levels of instruction; and
- opportunities to study a classical language such as Latin or Greek, a less-commonly taught language and/or a language deemed by the United States government as critical to national and/or security interests, e.g., Arabic, Chinese, Japanese, Korean, Russian.

Because proficiency evolves over time, the opportunity to study one world language for an extended sequence is of greater importance than a variety of choices for short periods.

**II. Instructional Materials. A high-quality program provides and makes use of a textbook or equivalent instructional print materials for each student and provides an adequate supply of nonprint materials to accomplish the goals of the curriculum.**

Materials should be selected after curricular decisions have been made. In addition, the term "textbook" does not necessarily refer to a bound book, but may also include:

- a variety of culturally authentic print materials, such as schedules, brochures, newspapers and/or recipes presented in a hardbound, softbound or electronic format; and
- nonprint materials, now included as part of the basic, or "core" components of instruction, such as food, art, music, coins or other cultural artifacts, photographs, videos, film, and telecommunications software.

Several possible approaches to the selection of materials may involve teachers, administrators, students and parents. For example, the process may be performance based or questionnaire based.

The performance-based selection process involves:

- selecting performance standards related to content standards that require the support of good print and nonprint materials;
- determining which textual components are necessary to help students achieve the desired performance; and
- reviewing materials to determine if they contain this essential content.

The tables on pages 147-149 from *The Indiana Foreign Language Proficiency Guide* provide a sample of what local districts may use in the selection of appropriate text materials.

**Performance:** (From Content Standard 1.2) After reading or viewing a program or pictures on cultural information such as customs, school building styles, family structure, etc., the student identifies and explains some similarities and differences.[1]

| **Textual Material** | **Text A** | **Text B** | **Text C** | **Text D** | **Text E** |
|---|---|---|---|---|---|
| Pictures of homes, schools, etc. | no | no | yes | yes | no |
| Written information on the family. | no | no | yes | no | yes |
| Written information on holiday customs. | no | no | yes | no | no |
| Pictures of rooms of typical homes. | yes | no | no | no | no |

In the questionnaire-based selection process, the materials selection committee should develop a questionnaire for evaluation purposes. The questionnaire should reflect the basic direction and philosophical stance of the desired curriculum. The following charts by Lorraine A. Strasheim[2] reflect a curriculum that emphasizes communicative and cultural learning.

---

[1] *The Indiana Foreign Language Proficiency Guide,* Indiana Department of Education, 1995, 250. Reprinted with permission.

[2] Ibid., 257-258. Reprinted with permission.

# Evaluating Foreign Language Textbooks For A Proficiency Orientation

**Lorraine A. Strasheim**
**Coordinator for School Foreign Languages**
**Indiana University**

**Text** ________________________ **Publisher** ____________________ **Date** __________

**Ranking: Number** _____ **of** _____

| *The Textbook* | Excellent | Adequate | Poor |
|---|---|---|---|
| The text is attractive, appealing and inviting to the learner. | | | |
| The text's size is reasonable for carrying and locker storage. | | | |
| The text is durable enough to last through the adoption period. | | | |

| *The Teaching Package* | Excellent | Adequate | Poor |
|---|---|---|---|
| The text is "teachable" in the available instructional time. | | | |
| Transparencies, audiotapes, computer lessons, etc. can be "mixed and matched" to suit your teaching style and emphases and are affordable. | | | |
| The workbooks are varied – not just grammar. | | | |

| *The "Basics"* | Excellent | Adequate | Poor |
|---|---|---|---|
| The materials are designed for and directed to the learner. | | | |
| Structure and vocabulary drills are contextualized more often than not. | | | |
| Communicative activities are "built in" as application in the drill process. | | | |
| The drills progress from discrete-item exercises to meaningful drills. | | | |
| The student can readily find the help or information s/he needs or wants. | | | |

(continued)

## Evaluating Foreign Language Textbooks For A Proficiency Orientation, continued

| *Communication* | Excellent | Adequate | Poor |
|---|---|---|---|
| Authentic spoken and written language samples are used. | | | |
| All four skills receive attention and practice. | | | |
| Open-ended questions are frequently employed. | | | |
| Communicative activities are set in situations appropriate for students' age level. | | | |
| The communicative activities lend themselves to formative testing and evaluation. | | | |

| *Culture* | Excellent | Adequate | Poor |
|---|---|---|---|
| There is a wide variety of cultural topics. | | | |
| The cultural topics are appropriate to the age of the learner. | | | |
| Drills and exercises are set in cultural contexts whenever possible. | | | |
| Communicative activities are set in cultural situations. | | | |
| Attention is paid to the role of the target language and culture(s) in the world. | | | |

| *Integration* | Excellent | Adequate | Poor |
|---|---|---|---|
| Approximately equal "weight" is given to language (structure), communication, and culture. | | | |
| Communication and culture are handled systematically as well as language (structure). | | | |
| The communicative and cultural topics and situations have "fit" with the Indiana [Connecticut] Department of Education content standards established for this level. | | | |
| If appropriate: The level one and level two texts are well articulated and coordinated. | | | |

Tables on pages 147-149 from *The Indiana Foreign Language Proficiency Guide*, 257-258. Indiana Department of Education, 1995. Used with permission.

**III. Instructional Time. A high-quality world languages program assures specific time allocations at each level of instruction.**

The amount of time on task and the quality of activities are critical variables in the delivery of a high-quality program. The recommended periods of instruction at each level should be expanded through interdisciplinary and integrated units that students experience throughout the year in all classrooms.

The study of world languages is now considered in the federal "Goals 2000" as part of the common core of learning. Accordingly, the following ranges of study are recommended:

- a minimum of 10-15 minutes of *daily** instruction for Grades K-3 (50-75 minutes per week);
- a minimum of 20-30 minutes of *daily** instruction for Grades 4-6 (100-150 minutes per week);
- a minimum of 30-50 minutes of *daily* instruction for Grades 7-8 (150-250 minutes per week); and
- a minimum of 40-50 minutes of *daily* instruction for Grades 9-12 (200-250 minutes per week).

*or sequential blocks of time totaling the recommended range.

**Note:** A program that uses the lower range of minutes per day will only minimally meet the achievement of instructional goals and will compromise the level of language acquired. Frequent contact for shorter periods tends to be more conducive to language learning than one block of time per week. Moreover, as Curtain and Pesola report, "Participants in the 1991 Colloquium on Foreign Languages in the Elementary School Curriculum agreed that a minimum time allotment for a program to bear the FLES designation should be seventy-five minutes per week, scheduled no less often than every other day."[3]

**IV. Instructional Technology. A high-quality program provides and makes use of appropriate technologies as required to implement and enhance the goals of the curriculum, and ensures that each student has access to these technologies in a systematic, ongoing way.**

As the 21st century approaches, there is an instructional shift toward the integration of technology into the language classroom not as a casual addition, but as an essential component of the language experience. Videos, computers, CD-ROMS, laser discs, the Internet, digital cameras, satellites and computerized, multimedia language labs bring the target language and cultures into the classroom in an immediate, authentic and contemporary way. Delivery of curriculum through an electronic format validates and increases learning and communication. Communication with speakers of the target language through technology enhances student motivation and changes the study of language from an object of study to a subject of meaningful interaction. These technologies can also provide practice, remediation and assessment opportunities far beyond the scope of traditional practices.

**V. Instructional Connections. A high-quality program regularly makes connections across subject areas so that students regularly see the links between and among curricular strands and disciplines.**

The world languages classroom is interdisciplinary by definition. The importance of connecting with other areas of study is highlighted by Program Goal 3. Communication in a world language requires both knowledge of the language and the manipulation of subject-area skills in that language (e.g., mathematics skills for shopping in the target language or map skills for directions in the target language). A high-quality program develops these skills through a variety of content-related activities that provide meaningful, authentic and motivating opportunities for learning.

**VI. Professional Development. A high-quality program includes a comprehensive plan for professional development that is tied to curriculum objectives. A high-quality program maximizes opportunities for ongoing professional interaction among teachers, including opportunities to participate in conferences, seminars and institutes at home and abroad.**

In order to implement fully the new standards or any curricular/ technological changes, it is essential to provide professional development opportunities for world languages teachers. Training workshops and time to consult with colleagues enable teachers to learn, adapt and experiment with current methods of teaching and learning and educational technology, as well as to maintain and improve their own language proficiency. The following activities provide important professional development experiences:

---

[3] Curtain, Helena Anderson and Pesola, Carol Ann. *Languages and Children – Making the Match: Foreign Language Instruction for an Early Start Grades K-8*, second edition. White Plains, NY: Longman Publishing Group, 1994, 266.

161

- active participation in local, state and national world language organizations;
- frequent interaction with world language colleagues both within and beyond the local school district; and
- participation in study and travel programs offered by state, national and world agencies.

Professional development should be linked closely with curriculum objectives.

**VII. Professional Interaction. A high-quality program assures that teachers have ample time and resources to interact professionally on substantive matters of curriculum, pedagogy and assessment.**

The professional isolation of teachers is frequently cited as the most serious impediment to improved curriculum, instruction and assessment. Many teachers practice their craft behind closed doors, minimally aware of what their colleagues are doing, usually unobserved and undersupported. Far too often, teachers' frames of reference are how they were taught, not how their colleagues are teaching. Common problems are too often solved individually rather than cooperatively.

Professional interaction can and must take many forms. For example, peer observations, team teaching, formal and informal opportunities for sharing, videotaping instruction, issue-focused discussions at faculty meetings, cross-district grade-level meetings, course committees and common planning time are all powerful vehicles for reducing professional isolation and enhancing professional interaction. Each of these strategies has a role in helping school faculties and world languages departments become dynamic communities of learners rather than just assortments of teachers and students working in the same building or district. Also, each of these strategies promotes the sharing of ideas, experiences and knowledge that is the hallmark of professional collaboration.

**VIII. Professional Supervision and Evaluation. A high-quality program has in place a system of professional supervision and evaluation that sets high standards of professional performance and implements programs and policies to ensure that these standards are met.**

Just as the methods and techniques of student assessment must change to account for measuring newer and broader outcomes, so too must methods and techniques of teacher evaluation change to account for different definitions of productivity and effectiveness.

Professional evaluation that supports a high-quality world languages program needs to reflect the requirements of a communication-based program driven by curriculum outcomes for students. Administrators and supervisors must be better trained and more knowledgeable about effective world languages curriculum and instruction. Moreover, a world languages curriculum specialist should be assigned to oversee the world languages curriculum. In addition, professional evaluation must go beyond periodic observations and include such activities as the development and peer review of professional performance portfolios and analysis of student work and student achievement.

**IX. Assessment of Students. A high-quality program has a coherent system of assessment that is closely aligned with both the curricular and instructional goals of the program.**

In schools, what is assessed and how it is assessed communicate most clearly what is valued. If the vision of a thinking, reasoning and communicative curriculum is to become a reality, our entire system of assessment and how we hold students accountable must shift.

A high-quality world languages program should incorporate assessments of demonstrated accomplishment using observations, performances, projects and/or portfolios. The assessment system should incorporate judgments of student work that are based on clear criteria (rubrics) for expected performance which are tied to the curriculum and hold students accountable for meeting high standards. **All** five language skills (listening comprehension, speaking, reading, writing and cultural knowledge) as described in the Framework of Communicative Modes (interpersonal, interpretive, presentational)[4] must be assessed in a systematic, ongoing way at each level of instruction in a contextual manner. That is, each skill is embedded in a meaningful context rather than in isolation. In other words, students demonstrate what they can **do with** the language, not just what they **know about** the language.[5]

---

[4] See *Standards for Foreign Language Learning* Chart: Framework of Communicative Modes, Appendix A

[5] See Farmington (CT) Language Proficiency Test in Appendix A.

**X. Monitoring Programs. A high-quality program has a comprehensive, ongoing system of evaluation that consistently reviews and seeks to improve programs.**

Every program in every school system periodically should be subjected to scrutiny. Those within the system and, increasingly, those outside of the system have a right to definitive answers to such questions as:

- Is the program working for all students?
- Is the curriculum meeting the needs of the students, the community and the broader society?
- Is instruction provided in ways that maximize student achievement?
- Are students achieving in sufficient numbers and at high enough levels, and if not, why?
- Are all necessary program components in place and aligned toachieve program goals?

To ensure a high-quality world languages program, it is necessary to conduct periodic and comprehensive reviews of the entire program to answer these and other questions, publicly report findings, and implement changes on the basis of the reviews.

**XI. Grouping and Tracking. A high-quality program reduces the sorting and tracking of students into homogeneous groups to the minimum degree required to fully meet the diverse and individual needs of all students.**

No single component of the educational system more powerfully communicates the expectations, both high and low, that we hold for young people than the ways in which schools group, sort, level and track students. This certainly has been the case in world languages, where access sometimes has been denied to students on the basis of reading or other test scores. All students should have an opportunity to study a world language.

A major step in moving toward the vision of "world languages for ALL" is drastically decreasing the ability grouping, leveling and tracking of students. This does not mean removal of all ability groupings; it does not mean elimination of all honors courses; and it does not mean grouping all students heterogeneously all the time. It does mean, however, a change in policy at the school and district levels regarding ability grouping and tracking so that no student is denied access to a rich and demanding educational program best suited to his or her individual needs and interests. It also means that the current gap in breadth, depth and rigor between what is provided for the top 20 percent and for the bottom 20 percent is significantly narrowed, while maintaining high standards. Moreover, an emphasis on accommodating multiple learning styles in teacher presentations, increased student practice in a variety of classroom groupings, the addition of varied instructional strategies and smaller class sizes can provide all students in heterogenous classes with the necessary tools for comprehension and subsequent skill development.

**XII. Student Support. A high-quality program makes available a comprehensive program of remedial assistance and student support that is responsive to individual needs and learning styles.**

While individual and diverse backgrounds, interests, styles, preferences and abilities are widely recognized, schools often overlook and even ignore these differences by keeping **time** a constant. There are one-year courses, 45-minute classes, 15-minute quizzes and 2-minute fact drills that apply to all students. Common sense dictates that some students need less time and others need more time to reasonably be able to meet the objectives for any lesson, unit, year or program. One way that time becomes a variable used to better meet individual student needs is through the provision of more advanced or remedial or compensatory instruction for those students for whom traditional time allocations are not appropriate.

Recognizing that some students need more time to accomplish what others can do in less time implies that schools must provide a range of alternatives for students. Students can be better supported by:

- teachers who have a variety of strategies and assorted instructional materials (including hands-on materials and high-quality software), and who supplement daily instruction to meet individual students' needs;
- language centers and language labs that are well maintained and well stocked with materials, supplemental resources and computers, and that are staffed with trained and knowledgeable personnel;
- support personnel available to work with students in classrooms more often than in pull-out situations, and who work closely with regular classroom teachers; and
- flexible programs that give students opportunities to revisit topics for better comprehension before moving to the next level or course.

**XIII. Articulation and Alignment. A high-quality program evolves coherently, grade by grade and course by course, from kindergarten through Grade 12, and presents an alignment of curriculum, instructional materials, professional development and assessment, all of which are implemented to attain the overarching goals of the program.**

Mixed and often conflicting messages are given to teachers about what should be taught, how it should be taught and how it will be assessed, as students progress from kindergarten to Grade 12. To eliminate this problem, a guide for K-12 program development like that described in Chapter 4 must replace textbooks and tests as the primary driver of the program. In addition to delineating content expectations, the guide provides both instructional suggestions and assessment possibilities to ensure tighter alignment. Similarly, the guide must be designed to ensure a developmentally appropriate sequence of outcomes, recognizing the need for exploratory exposure to ideas, opportunities to master these ideas and time to review and reinforce them. All offerings must be an articulated sequence that maximizes student readiness for each succeeding course. Common means for increasing the articulation and coordination of the K-12 curriculum are professional development workshops, departmental assessment programs, faculty meetings of two consecutive grades and meetings of course committees where teachers discuss problems and concerns and make necessary adjustments.

**XIV. Resource Personnel and Leadership. A high-quality program assigns the responsibility for the ongoing implementation and improvement of the program to qualified coordinators, supervisors, resource personnel and/or department chairpeople who provide support, coordination, supervision and leadership.**

A high-quality K-12 world languages program entails a complex web of ongoing activity, change, support and evaluation. Such a program cannot simply be put in place and expected to run by itself. In fact, as with every other aspect of a school system, the effectiveness and vitality of a district's K-12 world languages program depend critically on the assignment of responsibility for program oversight and coordination to one or more individuals. All too often, when program leadership and responsibility for ongoing implementation and improvement are not vested in one or more individuals, the focus on program quality and improvement tends to fall through the cracks and fragment because of other priorities.

High-quality programs require that (1) a vision of reform be created, nurtured and advocated; (2) teachers be kept abreast of changes and professional development opportunities; and (3) curricular, instructional and assessment improvement be treated as ongoing processes. For these reasons, it is imperative that a qualified person be assigned leadership of and responsibility for the world languages program at all levels.[*]

---

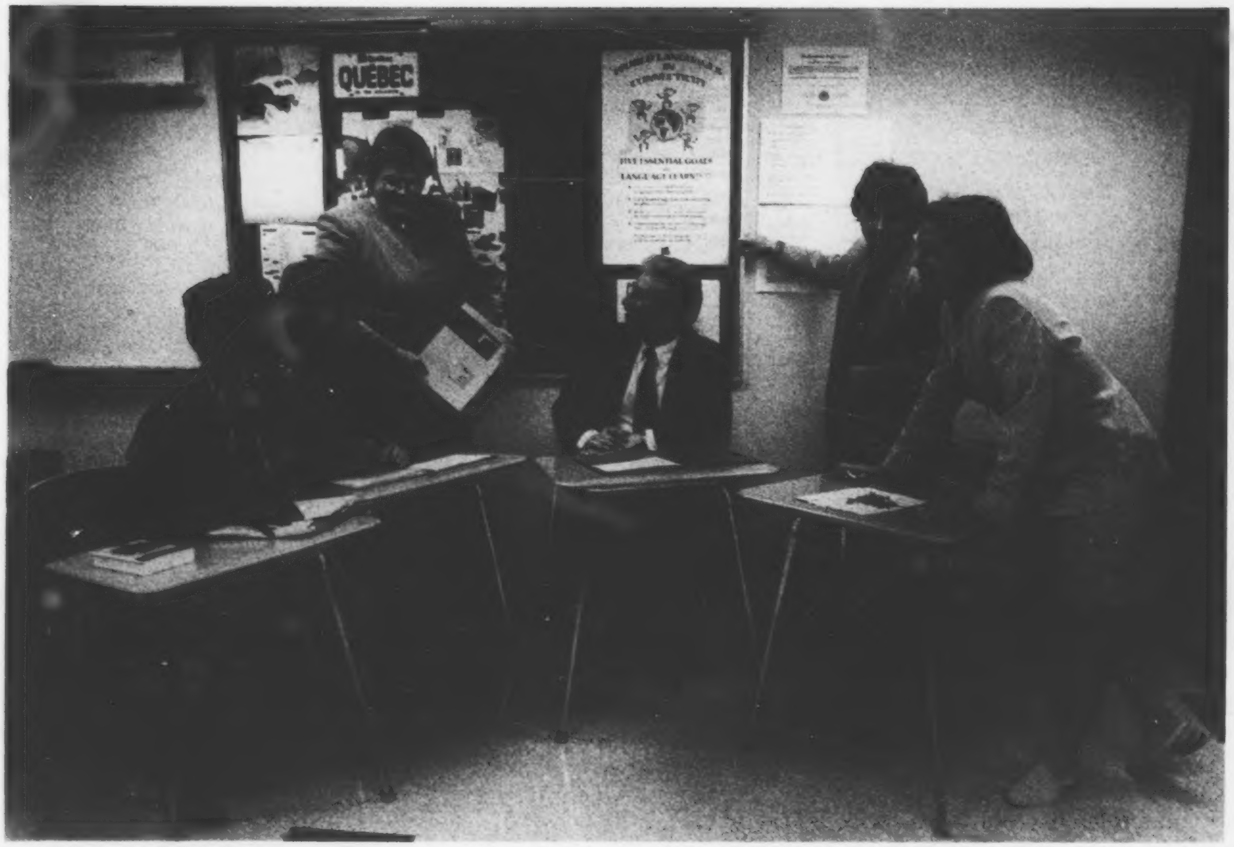
[*] For further discussion, see Appendix F: "A Case for Foreign Languages: The Glastonbury Language Program," *The Journal of the National Network for Early Language Learning*, Vol. 2, No. 2, 1997, p. 5 as excerpted from *Perspective*, Council for Basic Education 7, (2), 1995.

# DEVELOPING A DISTRICT CURRICULUM 4

*"Begin where you are, but don't stay there."*

**Zambian Proverb**

Key Components Of Curriculum Development
The Curriculum Development Process
Statements Of Philosophy


QUÉBEC
FIVE ESSENTIAL GOALS
LANGUAGE LEARNING

A district guide to K-12 program development in world languages is a structured, written document that delineates the philosophy, goals, objectives, learning experiences, instructional resources and assessments that comprise the world languages program. It also provides a critical link between national and state guidelines and frameworks and the goals, objectives, unit plans and progress indicators used in the world languages classroom.

An exemplary guide to K-12 program development in world languages:

- establishes a clear philosophy and set of overarching goals that guide the entire program and the decisions that affect each aspect of the program;
- establishes sequences both within and between levels and assures a coherent and articulated progression from grade to grade and course to course;
- outlines a basic framework for what students should know and be able to do;
- allows for flexibility and encourages experimentation and innovation within an overall structure;
- promotes interdisciplinary approaches and the integration of curriculums when appropriate;
- suggests methods of assessing the achievement of the program goals and objectives; and
- provides a means for its own ongoing revision and improvement.

An exemplary world languages curriculum is developed with the following underlying criteria:

- consistency with research in child growth and development;
- compatibility with the general philosophy of the school district;
- articulation (programmed sequence) from kindergarten through Grade 12;
- ease of use by all teachers of world languages; and
- collaboration by a broad-based committee of teachers and other interested parties.

The development of an effective curriculum is a multistep, ongoing and cyclical process that integrates the efforts of many and is supported by a broad range of resources. After the key components of curriculum development are in place, the process of design, implementation and evaluation of the world languages curriculum may begin.

## Key Components Of Curriculum Development

A high-quality curriculum in any discipline is the result of a carefully planned process that integrates the efforts of many participants and is supported by a broad array of resources. These include a curriculum committee, ample time for writing and review, collection of relevant documents and allocation of additional resources, as needed, to complete the project.

1. **A Curriculum Committee.** The curriculum committee should consist primarily of teachers who represent the various school and grade levels in the district, and also include administrators, members of the community, and perhaps students. It is critical that the committee be led by a knowledgeable, effective and responsible chairperson.

2. **Time.** The curriculum committee must have ample time for research, discussion, writing and review. Full- or half-day released time, after-school, evening or weekend meetings or summer work may be required. Summer work has proven successful because participants can devote their complete attention to the task.

3. **Collection of Relevant Documents.** Among the source materials that should be available to every world languages curriculum development committee are:

    - *The Standards for Foreign Language Learning: Preparing for the 21st Century*, ACTFL, 1996;
    - *Articulation & Achievement: Connecting Standards, Performance, and Assessment in Foreign Language*, The College Board, 1996;
    - *A Guide to K-12 Program Development in World Languages*, Connecticut State Board of Education, 1999;
    - *ACTFL Proficiency Guidelines*, 1986; rev. 1999;
    - exemplary world languages curriculums and/or curriculum guides from other districts and exemplary curriculum frameworks from other states; and
    - district resource materials and textbooks.

For a more extensive list of world languages curriculum development resources, particularly on program design for early elementary study, see Appendix B. For the chart *Early Foreign Language Program Goals* (Rhodes, as adapted by Pesola and Curtain, 1993), see Appendix A.

**4. Additional Resources.** Adequate resources should also be allocated for the curriculum development process. These may include:

- released time for teachers to participate in the work;
- secretarial services and duplication of materials;
- equipment (language lab, computers, multimedia technology, etc.);
- consultant services;
- visits to other school systems;
- printing of sufficient copies of the pilot/review versions and the final version of the curriculum; and
- professional development needed to implement the curriculum.

## The Curriculum Development Process

The design and evaluation stages of this process should be carried out in a planned and systematic manner that includes the following steps:

1. convene the curriculum committee;
2. assess the needs of the program and the district;
3. develop a K-12 program philosophy;
4. develop sequenced K-12 program goals and grade-level and course goals and objectives;
5. identify resource materials and equipment to help with program implementation;
6. pilot and/or implement the curriculum, then solicit feedback from participants; and
7. identify and/or develop assessment items and instruments to evaluate the effectiveness of the program.

During the development process, the curriculum should be periodically reviewed by a variety of individuals, including district and school staff members, parents, students and community members.

Additional detail on each of the components listed above is offered here:

1. **Convene the curriculum committee.** Members should be representative of all grades and course levels in the district and include a parent and an administrator. Meeting times should be posted for all interested parties.

2. **Assess the needs of the program and the district.** A needs assessment survey can best ascertain the perceptions, concerns and desires of each of the stakeholders in the process. The survey should address the following elements of the current program: effectiveness, student performance, availability of resources and coordination with state and national standards.

3. **Develop a K-12 program philosophy.** An effective philosophy statement has the following characteristics:

**Accuracy**

- The philosophy makes an educationally appropriate case, supported by research, for the role of world languages in the K-12 curriculum and the importance of world language education for all students.

**Linkages**

- The world languages program philosophy is consistent with the district's philosophy of education.
- The philosophy provides a sound foundation for program goals and objectives.
- The teachers of the district are sincerely committed to each belief outlined in the philosophy.

**Breadth**

- The philosophy is aligned with sound pedagogical practices at age-appropriate levels, K-12.

**Usefulness**

- The philosophy is written in language that is clear and can be understood by parents and non-educators.

A sample program philosophy from one Connecticut district and the Statement of Philosophy from the national *Standards for Foreign Language Learning: Preparing for the 21st Century* are shown on page 158.

## Statement Of Philosophy – Wethersfield Public Schools

The mission of the Foreign Language Program of the Wethersfield Public Schools is to enable students to acquire practical and meaningful communication skills in the target language and to learn about and from other peoples and other cultures. The approach to foreign language study is competency based and follows the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines and The College Board's Articulation and Achievement Project (1996). Communicative competency combines both the underlying knowledge about a language, i.e., how it functions, with the ability to use the language, i.e., actual performance, in the five skill areas of listening, speaking, reading, writing and cultural awareness. With the publication of the national *Standards for Foreign Language Learning* (1996) and the Connecticut *Guide to K-12 Program Development in World Languages* (1999), the Wethersfield Foreign Language Department will incorporate into its curriculum and instruction the national goals and standards.

A Report of the Foreign Language Study Committee.
Wethersfield Public Schools, Wethersfield, CT, 1996, page 7.
Reprinted with permission.

## Statement Of Philosophy – K-12 Student Standards Task Force

*The following statement was developed by the K-12 Student Standards Task Force as it began work on developing national standards in foreign language learning. From this philosophy, the goals for foreign language education were derived, and all the work in standards setting relates to these concepts.*

Language and communication are at the heart of the human experience. The United States must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English-speaking backgrounds should also have opportunities to develop further proficiencies in their first language.

Supporting this vision are three assumptions about language and culture, learners of language and culture, and language and culture education:

***Competence in more than one language and culture enables people to***

- communicate with other people in other cultures in a variety of settings,
- look beyond their customary borders,
- develop insight into their own language and culture,
- act with greater awareness of self, of other cultures, and their own relationship to those cultures,
- gain direct access to additional bodies of knowledge, and
- participate more fully in the global community and marketplace.

***All students can be successful language and culture learners, and they***

- must have access to language and culture study that is integrated into the entire school experience,
- benefit from the development and maintenance of proficiency in more than one language,
- learn in a variety of ways and settings, and
- acquire proficiency at varied rates.

***Language and culture education is part of the core curriculum, and it***

- is tied to program models that incorporate effective strategies, assessment procedures, and technologies,
- reflects evolving standards at the national, state, and local levels, and
- develops and enhances basic communication skills and higher order thinking skills.

National Standards in Foreign Language Education Project, 1996, p. 7. *Standards for Foreign Language Learning: Preparing for the 21st Century.* Yonkers, NY: National Standards in Foreign Language Education Project. Reprinted with permission.

4. **Develop sequenced K-12 program goals and grade-level and course goals and objectives.** The K-12 program goals, as stated in the *Connecticut World Languages Curriculum Framework* and at the beginning of Chapter 2 of this Guide, summarize the key expectations of the program.

**As a result of education in Grades K-12, each student will be able to:**

- **communicate** in at least one language other than English;
- gain knowledge and understanding of other **cultures**;
- make **connections** with other areas of study and acquire information;
- understand the nature of language and cultures through **comparisons**; and
- participate in multilingual **communities** within a variety of contexts.

The specific grade-level and course goals and objectives delineate what students should know and be able to do. When writing objectives, key questions to ask include:

- Is the objective compatible with the goals and philosophy of the program and the needs of students?
- Is the objective realistic and attainable by students?
- Is the objective sufficiently specific to give the reader a clear understanding of what the student should be able to do, without being so detailed as to make the statement labored or the objective trivial?
- Are appropriate materials and other resources available to make the objective achievable?

As objectives are selected and written, they must be organized by grade or strand, in units or sequential levels of instruction, or through some combination of these, and they must be appropriate to the goals of the overall world languages program. Please note the following:

- A *graded* structure organizes objectives by the grade in which a student is enrolled.
- An organization by *units* groups objectives by themes.
- A *strand* organization places all of the objectives for a specific topic or theme in a sequential order, without regard to specific grade.
- A *sequential* organization allows for individual student progress along a continuum of skills and experiences.

Often, an effective guide will incorporate more than one format. For example, a common arrangement lists objectives grouped by strand within each grade level. In this manner the third-year teacher has a complete list of the third-year objectives organized by strand or major topic. It is also important for this teacher to have access to the second-year objectives containing skills that may have been introduced, but not taught for mastery, as well as forthcoming fourth-year objectives.

In addition, many curriculum guides provide other information to help teachers more effectively implement the curriculum. For example, some curriculum guides:

- provide an example of what is meant by each objective;
- suggest instructional techniques, strategies or materials that support specific objectives; and
- provide information on how the objectives can be evaluated.

Accordingly, curriculum developers have a range of options for formatting and designing an effective curriculum guide. Samples of two formats, a year planner and a unit planner from the *Nebraska Foreign Language Frameworks*, are illustrated in Appendix A.

5. **Identify resource materials and equipment to help with program implementation.** An effective curriculum guide goes beyond just a list of objectives and identifies suggested instructional resources to help answer the question "What instructional materials and equipment are available to help me meet a particular objective or set of objectives?" Because teachers and programs use a broad range of materials, it is increasingly important that the curriculum guide link available resources to curriculum objectives. For an example, please see the illustrative learning activity *Compañeros electrónicos,* which incorporates technology into the lesson, on page 42 of the guide.

6. **Pilot and/or implement the curriculum, then solicit feedback from participants.** As the curriculum is developed, there can be many opportunities to gauge its effectiveness. Prior to full implementation, piloting a particular course within a sequence provides valuable data. Modifications can then be made if necessary. Feedback throughout the process gives all involved a say in the development and implementation of a high-quality curriculum.

7. **Identify and/or develop assessment items and instruments to evaluate the effectiveness of the program.** This culminating piece of the curriculum development process helps focus instruction and ensures alignment of curriculum, instruction and assessment. Assessment answers the question "How will I know that my students know and are able to do what is expected of them?" Evaluation instruments should mirror the various strategies employed in instruction, providing students of all learning styles the opportunity to achieve success. For information on the Farmington (Connecticut) Language Proficiency Test, please see Appendix A.

For specific examples of assessment, please see the following Prototype Assessments in Chapter 2 of this guide:

- **Grades K-4:**
  What clothes shall we pack? (German), page 31.
  Shopping for fruits and vegetables (Japanese), page 71.

- **Grades 5-8:**
  Skits about French food (French), page 20.
  Music is the key! (Spanish), page 56

- **Grades 9-12:**
  English Derivatives (Latin), page 102
  A French Family Interview (French), page 132

A district curriculum is the result of a comprehensive, sequential process organized to reflect the district philosophy, mesh with state and national goals and provide students the greatest opportunity for success in the language(s) of their choice.

# CRITICAL ISSUES

# 5

***"To build citizens for the 21st century, we must continuously strive to offer instruction that helps students learn to see through the eyes, minds, and hearts of others."***

**Siegfried Ramler, Chair**
**ASCD Commission For Global/International Education**

- The Gap Between Expectations And Investment
- The Gap Between Research Findings And The Onset Of Language Study
- Accountability And The Improvement Of Student Performance In World Languages And The Broader Curriculum
- Proficiency-Based Expectations
- Parents And The Community As Partners
- Supportive School Environments
- Equity And Diversity
- The Role Of New Technologies In Teaching And Learning
- Scheduling
- Articulation
- The New World Languages Learner
- Developing New Models: Dual Language And Immersion Programs

World languages instruction shares many of the challenges faced by other subject areas as we work to raise the overall quality of primary and secondary education in the United States. At the same time, however, languages face particular problems related to the special nature of language learning, the lack of emphasis on world languages instruction in many United States curriculums, and changing demographics both within schools and the larger community. This chapter explores two kinds of issues: those that are specific to world languages and those that have been identified as critical for United States education as a whole but have special implications for world languages instruction.

These issues include the following: (1) the gap between expectations for language and culture proficiency on one hand and investment of time and money on the other; (2) the gap between what research says is the optimum language-learning age and the time when most children begin their language study; (3) accountability and improvement of student performance; (4) proficiency-based expectations; (5) the role of parents and the community; (6) supportive school environments; (7) equity and diversity; (8) the role of new technologies; (9) scheduling; (10) articulation from level to level; (11) the changing profile of the world languages learner; and (12) developing new models.

## The Gap Between Expectations And Investment

United States education has been widely criticized for not setting high enough standards. Yet, in world languages instruction, the problem has perhaps not been a lack of high standards on the part of teachers nor an absence of ambition on the part of language learners. Rather, the problem is a discrepancy between ambitious goals for language learning and what can realistically be achieved, given the time, energy and resources districts have typically been willing to invest in language learning.

If one surveys a class to find out which of the four language skills (speaking, listening, reading and writing) students would most like to develop, the majority will unhesitatingly answer "speaking." Certainly, being able to communicate directly with a person from another country in that person's language is an exciting and gratifying experience, but language teachers know that of the four skills, speaking is by far the most difficult, requiring more time and effort to develop than any other skill. Through the work of the United States Foreign Service Institute, the Educational Testing Service and the American Council on the Teaching of Foreign Languages (ACTFL), we know that the typical Connecticut student who begins studying a world language in Grade 7 or 9 is exposed to only a fraction of the contact hours required to achieve a high level of proficiency in a second language.

Clearly, then, there is a serious contradiction between the requirements for true, functional proficiency and what individuals and schools currently invest in language learning.

## The Gap Between Research Findings And The Onset Of Language Study

The latest neurolinguistic research[1] indicates that the ability to acquire proficiency in another language may begin to diminish after the age of 6. This new research is compelling for its reinforcement of the importance of introducing world languages in the primary grades, not only to build language proficiency, but also to enhance the cognitive development of the young child's brain. Yet, most Connecticut children begin the study of another language well past the age of 6 and in many districts as late as 14 or 15 years old, which may negatively affect students' level of proficiency and their feelings toward the language learning process.

If students are to achieve proficiency, school districts must begin language instruction as early as possible in the elementary curriculum and provide a continuous, articulated sequence through the secondary level (and beyond).[2] Students must recognize that achieving proficiency requires a serious commitment and long-term effort. Parents, school boards and the general public, meanwhile, need to be realistic about what can be accomplished in traditional language-learning formats, and be willing to support alternatives. Other avenues for increasing proficiency may include such possibilities as earlier instruction, supplementary classes after school or on weekends, summer immersion programs, travel and ongoing contact with native speakers in the community.

How can we begin to close the gap between expectations and investment? All the constituencies involved — students and their parents, school boards and the general public — need to move beyond a language requirement mentality and accept that proficiency in languages other than English is a necessity. In other words, learning another language is not just a meaningless hoop that schools force students to jump through; rather, the experience provides essential preparation for a successful professional and personal life in the decades to come. As the Connecticut State Board of Education stated in October 1996: *Individuals who are competent in more than one language and are knowledgeable about more than one culture are an essential asset to the state's schools, communities, workforce and the national and international marketplace . . .* (and) *. . . will be among those best suited to assume leadership and other important positions in the national and international marketplace.*[3]

---

[1] "Fertile Minds." TIME, February 3, 1997, pp. 49-56.

[2] See Appendix A for chart on *Early Foreign Language Program Goals* (Rhodes, as adapted by Pesola and Curtain, 1993) describing programs that are sequential, cumulative, continuous and part of a K-12 sequence vs. programs that are noncontinuous and usually not part of an integrated K-12 sequence.

## Accountability And The Improvement Of Student Performance In World Languages And The Broader Curriculum

If we value world languages and want students to study them seriously, and if school districts are to be motivated to provide high-quality language instruction, it follows that world languages should be appropriately represented in testing programs at all levels. Appropriate tests already exist; they include the Advanced Placement (AP) Examinations for languages; Scholastic Assessment Tests (SAT), including SAT 2 with Listening; the Oral Proficiency Interview (OPI); and the Connecticut Assessment of Educational Progress (CAEP) for French, German, Italian, Latin and Spanish, an innovative, ground-breaking test that was piloted in 1987 but never fully implemented.

Students who study world languages also benefit when taking other formal tests. Study of a world language reinforces both language arts objectives and mathematical concepts. That is, world languages instruction, like English language arts, develops student competency in listening, speaking, reading and writing. Moreover, world languages teachers use strategies that reinforce the language arts embedded in the five strands of the Connecticut Mastery Test: "greater reading comprehension, higher degrees of reading power, more direct assessment of writing, stronger written communication and sharper listening comprehension." In mathematics, world languages teachers use approaches and activities such as money and time, measurement, the metric system, map skills, pattern awareness, story problems and notation which directly reinforce concepts tested in the Connecticut Mastery Test.[4]

The kinds of skills and cognitive learning that students acquire in the language classroom are also eminently transferable to other disciplines. For example, in world languages classrooms, students learn to process, organize and follow directions; they analyze and integrate information from a variety of disciplines and sources; and they use the language they are learning to construct an understanding of another social reality. Thus they learn to view the world from a variety of perspectives. Moreover, such information and skills can and should be assessed in the context of other subjects, for example, history and the social sciences. The study of documents in other world languages besides English can complement and enhance students' preparation for the critical thinking and interdisciplinary components of the Connecticut Academic Performance Test (CAPT).[5] Such study has the virtue of authenticity and can give students of world languages a legitimate advantage on these and other standardized tests.

At the elementary level, content-based world languages instruction reinforces children's developing knowledge and basic skills in English and other subject areas, effectively laying a sound foundation for future scholastic achievement. At all levels, language learning can stimulate the development of critical thinking skills. Moreover, linking languages with other disciplines reinforces both language and other disciplinary learning.

## Proficiency-Based Expectations

Schools and colleges must move from a course-based to a proficiency-based definition of world languages requirements. Traditionally, academic requirements have been defined in terms of numbers of courses or years of time to be devoted to learning a particular subject matter. Yet in language, at least (and arguably in other disciplines as well), what matters is not so much the time invested as the result: what students can actually do with the language.

If our students are to achieve a particular level of proficiency, we must define that level of proficiency, then supply enough appropriate learning activities to allow the student to achieve or surpass the minimum requirement. We should describe language learners not as "first-year" or "second-year" students, but rather as students who have acquired, say, a novice or intermediate level of proficiency. Appropriate materials need to be available to help students move from one skill level to the next; the length of time a student needs to meet the requirement should be a secondary consideration. Thus, two or three versions of learning materials should be available for students who may need two or three years to progress from novice to intermediate. For those who are able to progress more rapidly, advanced materials should be available as well. In general, world languages curriculums must become more fluid and flexible, and less constrained by traditional administrative devices such as semesters, courses or credits.

---

[3] *Position Statement on the Education of Students Acquiring English as a Second Language*, Connecticut State Board of Education, Hartford, Connecticut, October 2, 1996.

[4] See Appendix A for *Connections: World Languages and Language Arts, World Languages and Mathematics.*

[5] See Appendix A for *Foreign Language Department Connecticut Academic Performance Test Action Plan: Current Strategies and Techniques and Plans for Improvements at Enfield High School and Enrico Fermi High School* prepared by Donna Lyons, Enfield High School, Enfield, Connecticut.

Moving to a proficiency-based definition of language achievement also means acknowledging language skills acquired in nontraditional ways, e.g., through travel, residence in another country or interaction with family members who speak the language. It also implies an equitable way of assessing those skills in students of different cultural and socioeconomic backgrounds.

Significant work to implement articulated, proficiency-based world languages curriculums has been supported since the early 1990s by the Fund for the Improvement of Postsecondary Education (FIPSE), The College Board, the American Council on the Teaching of Foreign Languages (ACTFL) and the New England Network of Academic Alliances in Foreign Languages and Literatures. The recent book *Articulation & Achievement: Connecting Standards, Performance, and Assessment in Foreign Language*[6] includes definitions of proficiency and benchmarks for learners which provide a useful framework for any district interested in moving to a proficiency-based world languages program.[7]

## Parents And The Community As Partners

Engaging parents and the community as partners to support world languages instruction for all students is essential. However, some parents' lack of familiarity with their child's target language, a negative experience with language learning in high school, or skepticism about the value of world languages study must be addressed. Creative activities such as immersion experiences, exchanges or workshops that include the parent(s) as well as the student can increase parents' comfort levels with world languages learning, and make it easier to obtain parental cooperation in making language learning part of the everyday life of the household (as when common objects around the house or food items are labeled with their name in the target language).

Other community-outreach strategies may include building relationships with target-language speakers in the local community; for example, native speakers can become involved in mentoring students in person or via E-mail. While supporting students as they gain skills in their new language, such relationships also can help to create and sustain community support for language programs.

These relationships also have the advantage of providing authentic target-language experiences. In general, if we are serious about helping language learners to develop communicative competence, we must work to provide them with a wider range of authentic experiences with the language.

## Supportive School Environments

The physical plant should support world languages learning by providing appropriately equipped multimedia language and computer labs, world languages resource rooms, world languages library and video resources, and international food choices in the cafeteria. The availability of these resources sends a clear message to the community of learners, including other faculty members and administrators, that international perspectives and languages are valued.

Simultaneously, world languages instruction can contribute to a more constructive learning environment by exposing young people to alternative models for youth/adult interaction and alternative means of socialization through the example of other cultures. These include, for example, the view, common in other countries, that children must be protected, nurtured and disciplined by the whole community, not just the immediate family; the greater degree of intergenerational contact and learning in other cultures; and the perception in other cultures that adults in general, and teachers in particular, are figures worthy of special respect.

## Equity And Diversity

More than any other discipline, world languages contribute to students' knowledge about and appreciation for diverse cultural experiences and perspectives. From the idiosyncrasies of grammar, vocabulary and syntax to particular facts about the culture, economics or history of the target-language countries, world languages instruction is infused with the message of serious and respectful interest in those who are different from us.

---

[6] *Articulaton & Achievement: Connecting Standards, Performance, and Assessment in Foreign Language.* New York: The College Board, 1996.

[7] See Appendix A for the *ACTFL Proficiency Guidelines* and the Five Stages of the Language Learning Continuum with Rubrics for Holistic Scoring from *Articulation & Achievement*.

Given that respect and interest, equity considerations should be especially pervasive in world languages. In hiring, it is important to broaden the pool of language teachers by recruiting individuals from a wider diversity of backgrounds, including native speakers of world languages. Student recruitment must reflect the conviction that languages are not just for the college bound or liberal arts majors, who have been the traditional students of languages. Efforts must be made to debunk the myths and stereotypes about various languages and the kinds of people who take them, e.g., Spanish is "easy," German is for budding chemists. In thinking about the range of languages that deserve serious study, planning and course offerings must move away from a Eurocentric focus to promote non-European languages as well. At the same time, curriculum and instruction must reflect and honor the fact that, for example, French is spoken not only in France but in Canada, the Caribbean, Asia and Africa.

Not least of all, language instruction should try, to the extent possible, to support the native language needs of emerging English speakers. Their heritage languages can be an enormous asset to the United States, if their skills (particularly reading and writing) are developed and thus made available to the United States culture and marketplace.

## The Role Of New Technologies In Teaching And Learning

The availability of an astonishing range of technologies (from tape recorders, videos, television broadcasts and computer-assisted learning to linked communication systems such as the World Wide Web) has had an enormous beneficial impact on world languages instruction. Students and teachers alike have been freed from total dependence on the textbook and the written word; they have come closer and closer, through sound, then image, then spontaneous communication, to authentic communication in the target language. Students today have more opportunities than ever before to see environments, hear accents and learn information about the target language and culture(s), thereby acquiring language in more efficient and meaningful ways.

In using technology, several issues need to be considered.

- The linguistic difficulty and/or cultural sophistication of some authentic language materials may mean that while such resources are theoretically available, in practical terms they are inaccessible to students. The availability of materials does not necessarily mean that they will be viable for instruction or students' self-directed learning.
- In order for Internet use to be most effective, world languages teachers urgently need opportunities to learn how to access the Internet, and, more important, to learn how to develop appropriate classroom applications of both the Internet and other newly available resources.
- Copyright questions will need to be addressed with increasing frequency as materials accessed through the Internet or other technologically advanced means are used in world languages classrooms and shared with other teachers and programs.
- Parental or school-defined policies and controls on Internet use may limit teachers' or students' access to the Internet.
- Issues of censorship may arise, particularly given the varying levels of tolerance in different cultures for materials that may be perceived as violent, sexually explicit, or critical of religion, politics, education or other social institutions.
- Equipment availability may be limited if world languages classes are forced to compete with other subject areas for access to equipment. In such competition, because world languages classes are likely to have lower student enrollments than disciplines such as English or history, their claims for access may be given lower priority.
- School districts and world languages programs will have to strike a balance between the use of new technologies and competing demands on teacher or classroom time.
- The costs and benefits – or dangers – of investing in new technologies (sometimes to the detriment of personnel, textbooks or more traditional equipment needs) should be weighed carefully.

At the same time, we need to recognize that for all their power and potential, new technologies cannot replace teacher-student or student-student interactions. This is even more true for languages than it is for any other subject, for the basic purpose of languages is to facilitate human interaction. Nor is there any fully satisfactory technological substitute for the nonverbal aspects of human communication, including body language, facial expressions, eye contact, etc.

Distance learning, too, presents a special case for language instructors. It promises an economical, flexible way to provide instruction in a variety of languages to a widely dispersed audience of learners. However, policies are needed to protect existing traditional language programs and to ensure that distance learning does not replace such programs. For example, policies can be devised to ensure that money saved in one part of a language program is reinvested or earmarked for another area of the program, e.g., materials acquisition or an advanced class, and not withdrawn from the language program. Another important fiscal as well as educational consideration is the fact that teachers should receive special training before they can be expected to provide high-quality distance instruction. Distance instruction also requires more time for class preparation — by some conservative estimates, as much as three times the normal preparation time, given the technical and practical demands of the distance course, coordination with on-site aides, the need to fax assignments and return homework, etc. No school district should be under the impression that distance language instruction is merely "business as usual" in front of a camera.

In general, this should be the guiding principle: Technology used for world languages instruction will enrich the curriculum; it should not serve as a means to reduce the district's academic or financial commitment to language programs. If, however, through the cooperation of school districts, distance learning can provide access to a longer sequence of study or a wider choice of languages for students, then this vehicle of study should be pursued.

## Scheduling

Variations in scheduling have become one of the latest reforms in United States schooling. Schedule changes have definite implications, positive and negative alike, for world languages instruction.

"Block" scheduling, a term which covers a variety of options, is based on the assumption that if students study fewer subjects for a longer period of time, their learning will be enhanced and problems such as low motivation, disinterest and lack of individualized attention will be reduced. Structuring the school day to provide fewer periods that are nearly double the length of the normal instructional period (for example, 90 minutes instead of 50) should allow teachers to deal with fewer students per day, thus cutting paperwork and increasing the attention available to individual students; moreover, it should give teachers the opportunity to create more coherent lessons using more interactive methods and activities.

In-depth study is just as desirable in world languages as it is in other disciplines. In fact, longer class periods can include more communication-based activities (which often require more time than a traditional 45- or 50- minute period can provide), thereby reinforcing language acquisition. Because of the interactive, collaborative nature of language use itself, world language teachers have been among the earliest and most enthusiastic advocates of collaborative or team-based activities; and world languages instruction can be greatly enhanced when there is time for videos, the language laboratory or E-mail with a partner halfway around the globe.

Language teachers generally concur, however, that shorter, repeated exposures to the language are more beneficial than longer, less frequent exposures, particularly for beginning students. In addition, because language acquisition includes a skill component as well as cognitive learning, long lapses between language use have a particularly negative effect on retention. In any reorganization of scheduling, therefore, teachers should ask for daily classes, if possible, or for classes on alternating days (the "rotating block" model). World languages programs should avoid scheduling that requires students to "sit out" a semester or year before they can resume language study, and support alternatives which allow students to continue sequential courses through successive semesters. A compromise in which some subjects are taught in blocks while others are taught in the traditional format may work for languages, but districts need to ensure that language classes do not become marginalized as a result.

## Articulation

From kindergarten, primary, middle and high school through community college and the bachelor's degree level, language instruction urgently needs to be articulated: that is, there must be a systematic sequence of age-appropriate learning developed and coordinated to provide students with the most appropriate learning experiences at every level and to avoid duplication of effort and waste of time or resources. Another area for close monitoring, adjustment and coordination is secondary-level programs (middle or high school) which receive students from a variety of schools within the same community or from different towns in which students may have begun study in different grades and/or had different programs. Ongoing communication among all the staff members involved at all levels under the direction of a systemwide department leader can provide the kind of support that produces a cohesive, well-defined program.

## The New World Languages Learner

World languages are for everyone. Too often world languages study has been considered appropriate only for the college-bound student. This makes little sense for the 21st century, given that the skills and insight that result from studying a world language will be needed by all students, who must be prepared to live and work in a world that demands international interaction. Today, students who plan to end their academic studies with high school or pursue a technical education are enrolling in world languages classes. For language teachers these are "new" students.

The backgrounds of students in world languages classes will vary. Some may have learning disabilities, receive services under an individualized education program (IEP), or have learning styles that have been incompatible with traditional academic instruction. Many of these students may be involved in remedial English or mathematics programs. These students should not be excluded from world languages classes.[8]

One reason some children experience academic difficulty is their lack of exposure to the same English-language experiences as other children. In a study of partial immersion students studying science in French, Holobow, et al., determined that because the medium of instruction was previously unfamiliar to all participants, the traditional relationship between subject-area achievement and characteristics such as race, ethnicity and socioeconomic class was weakened.[9]

If the new student is aware of being in a more equitable or competitive position and experiences success, the study of a world language may enable that child to encounter similar successes in other subjects as well. This phenomenon has been documented in studies of Washington, D.C. programs in which Latin was offered to elementary-school inner-city children (LeBovit, 1976).[10] Not only did the students prove themselves capable of learning Latin, they also experienced an increase in their achievement in other curricular areas as well.

**Students With Home Backgrounds Other Than English.** One type of "new" student in Connecticut classrooms increasingly is a non-native speaker of English. These students obviously require an adjusted program of language study. Where feasible, they deserve access to knowledge through the native language while they are learning English. In addition, they should be able to build and expand upon their native language proficiency in classes geared to the native speaker. For some students, this may mean becoming literate in the native language which they speak and comprehend. For others, it may mean enhancing their existing literacy with advanced study of their language or their culture's literature.

A strong English as a Second Language program is critical for students with a home background in languages other than English to ensure their academic, social and economic survival in the United States. Many of the goals, content standards and performance standards in Connecticut's *Guide to K-12 Program Development in World Languages* also apply to English as a Second Language programs. The existing transitional bilingual education programs that move students into English and "away from" a native language such as Spanish overlook the outstanding advantages of being bilingual and bicultural. Many other countries take for granted that a person has multiple language abilities. That person is still the exception rather than the rule in the United States, despite increasing numbers of immigrants and increased ties abroad.

One of the advantages of being bilingual, apart from the functional ones, is the related cognitive boost. In his book *Mirror of Language: The Debate on Bilingualism*,[11] Kenji Hakuta cites numerous studies that highlight the positive effects of bilingualism. Hakuta's own contribution was studies of "cognitive flexibility," which he found to be a stronger characteristic of bilinguals than of monolinguals. Much of Hakuta's research was conducted in Connecticut.

The actual choices regarding language programs for students from other language backgrounds will be shaped by many factors, including the number of students in a district or school speaking the same language, their levels of proficiency in that language and in English, and available funds. In general, students who are still acquiring the English they need to succeed in school will not benefit from the study of a third language. However, once these students do have sufficient English, they are often superior third-language learners. They should have the option to choose among the same languages as native speakers of English, or to enhance their native language skills, if their district offers such a program.

---

[8] See The University of Kansas Institute for Research in Learning Disabilities, 1990. *The Strategic Instruction Model*. Lawrence, KS.

[9] Holobow, N.E., et al. (1991). "The Effectiveness of a Foreign Language Immersion Program for Children from Different Ethnic and Social Class Backgrounds: Report 2." *Applied Psycholinguistics* 12, no. 2: 179-198.

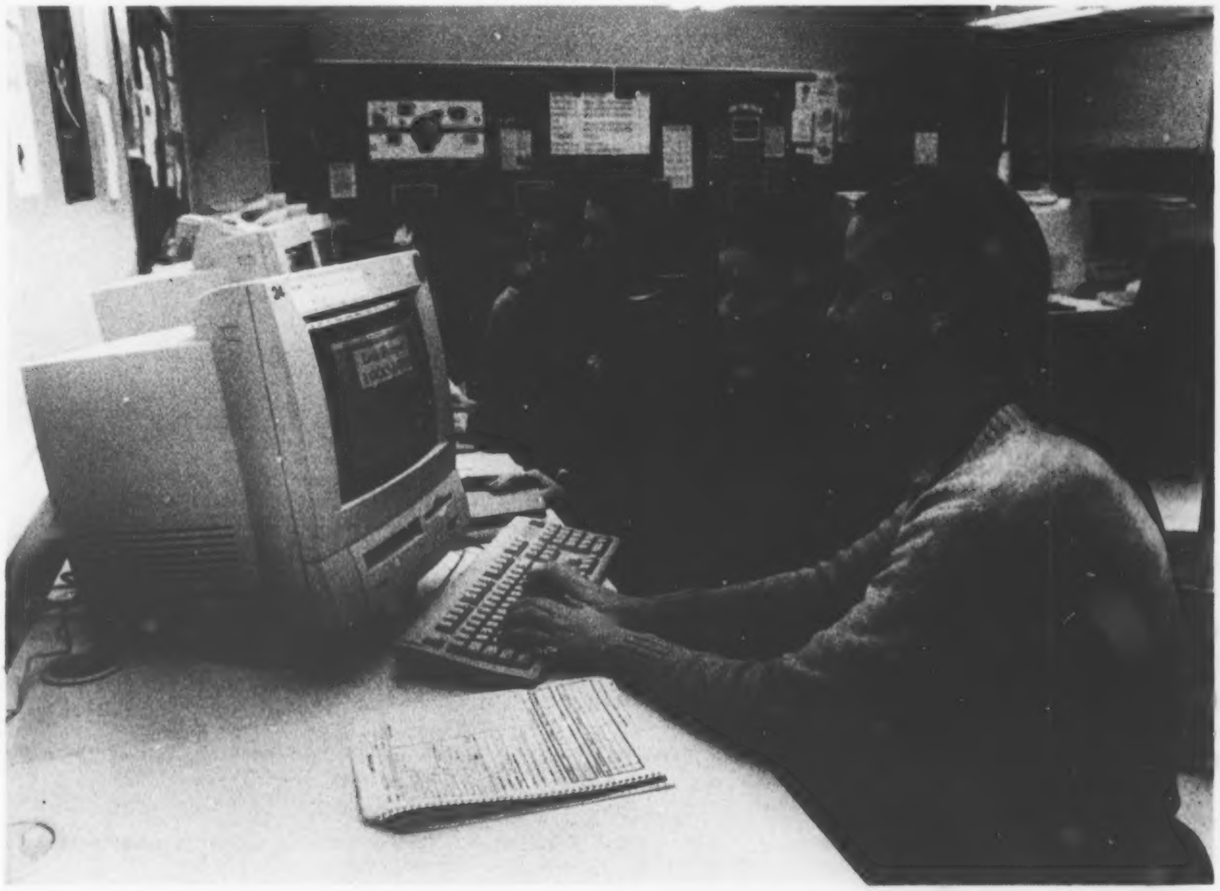
[10] LeBovit, Judith B. *The Teaching of Latin in the Elementary and Secondary School*. A Handbook for Educators and Administrators. 1976, 63.

[11] Hakuta, Kenji (1986). *Mirror of Language: The Debate on Bilingualism*. New York: Basic Books, 34-36.

## Developing New Models: Dual Language And Immersion Programs

Speakers of other languages are wonderful examples for English-speaking students studying those languages. Some instructional models, such as dual-language or two-way bilingual programs, take advantage of the tremendous asset students bring to these programs when they serve as language "teachers" for each other. In these programs, students spend part of the day learning content in English and part of the day learning content in another language. If the opportunity continues for a number of years, the students can become proficient in both languages. Another model, the immersion program (in which all content is given in a language other than English), recognizes that being truly bilingual is a tremendous advantage, and surrounds the student with the language in order to promote proficiency. The student in this model must negotiate, interact and learn content material exclusively in the second language.[12]

Providing a flexible program to meet the needs of diverse students is one of the top priorities to be addressed in districts across the state and the nation. With this guide as a primary resource, local districts can define a sequential differentiated program for all of their students.[13]



---

[12] See Appendix A for a chart by Nancy Rhodes (as adapted by Pesola and Curtain, 1993), "Early Foreign Language Program Goals."

[13] See Appendix C for a list of Connecticut programs and other world languages data.

# APPENDIX A

## Referenced Documents: Chapters I, III, IV, V

- Standards for Foreign Language Learning (national)
- Standards for Classical Language Learning (national)
- Framework of Communicative Modes
- 49 Multiple Intelligences Assessment Contexts
- Inverted Pyramid Representing the ACTFL Rating Scale with Major Ranges and Sublevels
- ACTFL Proficiency Guidelines – Speaking – Revised 1999
- ACTFL Proficiency Guidelines, 1986
- Articulation & Achievement:
  Five Stages of Language Learning Continuum
  Rubrics for Holistic Scoring
- Farmington Language Proficiency Test
- Curriculum Year Planner – Templates (Nebraska )
- Curriculum Unit Planner – Templates (Nebraska)
- Early Foreign Language Program Goals
- Foreign Language Department: CAPT Action Plan (Enfield High School and Enrico Fermi High School)
- Connections: World Languages and Language Arts
  World Languages and Mathematics

# Standards For Foreign Language Learning

## COMMUNICATION

### Communicate in Languages Other Than English

**Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

**Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.

**Standard 1.3**: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

## CULTURES

### Gain Knowledge and Understanding of Other Cultures

**Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

## CONNECTIONS

### Connect with Other Disciplines and Acquire Information

**Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.

**Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

## COMPARISONS

### Develop Insight into the Nature of Language and Culture

**Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

**Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

## COMMUNITIES

### Participate in Multilingual Communities at Home and Around the World

**Standard 5.1:** Students use the language both within and beyond the school setting.

**Standard 5.2:** Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

---

From *Standards for Foreign Language Learning: Preparing for the 21st Century*. Lawrence, KA: Allen Press, Inc., 1996, 9. Reprinted with permission.

# Standards For Classical Language Learning

## COMMUNICATION – GOAL 1
### Communicate in a Classical Language

| | |
|---|---|
| **Standard 1.1** | Students read, understand, and interpret Latin or Greek. |
| **Standard 1.2** | Students use orally, listen to, and write Latin or Greek as part of the language learning process. |

## CULTURE – GOAL 2
### Gain Knowledge and Understanding of Greco-Roman Culture

| | |
|---|---|
| **Standard 2.1** | Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans. |
| **Standard 2.2** | Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans. |

## CONNECTIONS – GOAL 3
### Connect with Other Disciplines and Expand Knowledge

| | |
|---|---|
| **Standard 3.1** | Students reinforce and further their knowledge of other disciplines through their study of classical languages. |
| **Standard 3.2** | Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture. |

## COMPARISONS – GOAL 4
### Develop Insight into Own Language and Culture

| | |
|---|---|
| **Standard 4.1** | Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language. |
| **Standard 4.2** | Students compare and contrast their own culture with that of the Greco-Roman world. |

## COMMUNITIES – GOAL 5
### Participate in Wider Communities of Language and Culture

| | |
|---|---|
| **Standard 5.1** | Students use their knowledge of Latin or Greek in a multilingual world. |
| **Standard 5.2** | Students use their knowledge of Greco-Roman culture in a world of diverse cultures. |

---

From *Standards for Classical Language Learning*, a collaborative project of The American Classical League and The American Philological Association and Regional Classical Associations, 1997, 6. Format adapted. Reprinted with permission.

# Framework of Communicative Modes

| | INTERPERSONAL | INTERPRETIVE | PRESENTATIONAL |
|---|---|---|---|
| DEFINITIONS | Direct oral communication (e.g., face-to-face or telephonic) between individuals who are in personal contact<br>Direct written communication between individuals who come into personal contact | Receptive communication of oral or written messages<br>Mediated communication via print and non-print materials<br>Listener, viewer, reader works with visual or recorded materials whose creator is absent | Productive communication using oral or written language<br>Spoken or written communication for people (an audience) with whom there is no immediate personal contact or which takes place in a one-to-many mode<br>Author or creator of visual or recorded material not known personally to listener |
| PATHS | Productive abilities: speaking, writing<br>Receptive abilities: listening, reading | Primarily receptive abilities: listening, reading, viewing | Primarily productive abilities: speaking, writing, showing |
| CULTURAL KNOWLEDGE | Knowledge of cultural perspectives governing interactions between individuals of different ages, statuses, backgrounds<br>Ability to recognize that languages use different practices to communicate<br>Ability to recognize that cultures use different patterns of interaction | Knowledge of how cultural perspectives are embedded in products (literary and artistic)<br>Knowledge of how meaning is encoded in products<br>Ability to analyze content, compare it to information available in own language and assess linguistic and cultural differences<br>Ability to analyze and compare content in one culture to interpret U.S. culture | Knowledge of cultural perspectives governing interactions between a speaker and his/her audience and a writer and his/her reader<br>Ability to present crosscultural information based on background of the audience<br>Ability to recognize that cultures use different patterns of interaction |

## KNOWLEDGE OF THE LINGUISTIC SYSTEM

The use of grammatical, lexical, phonological, semantic, pragmatic, and discourse features necessary for participation in the Communicative Modes.

---

From Standards *for Foreign Language Learning: Preparing for the 21st Century.* Lawrence, KA: Allen Press, Inc., 1996, 33. Reprinted with permission.

# 49 Multiple Intelligences Assessment Contexts

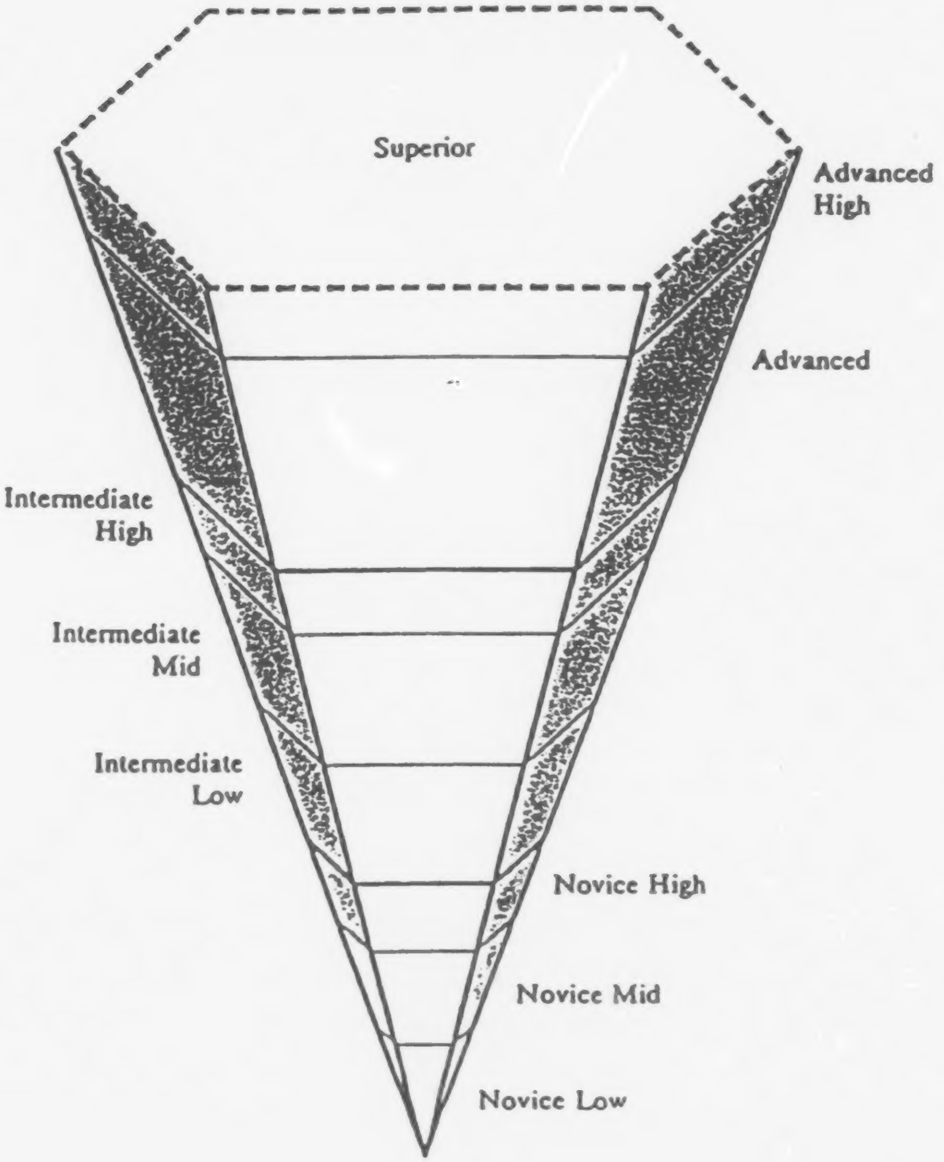
| | **Linguistic Task** | **Logical-Mathematical Task** | **Spatial Task** | **Musical Task** | **Bodily-Kinesthetic Task** | **Interpersonal Task** | **Intrapersonal Task** |
|---|---|---|---|---|---|---|---|
| **Linguistic Assessment** | Read a book, *then write a response.* | Examine a statistical chart, *then write a response.* | Watch a movie, *then write a response.* | Listen to a piece of music, *then write a response.* | Go on a field trip, *then write a response.* | Play a cooperative game, *then write a response.* | Think about a personal experience, *then write a response.* |
| **Logical-Mathematical Assessment** | Read a book, *then develop a hypothesis.* | Examine a statistical chart, *then develop a hypothesis.* | Watch a movie, *then develop a hypothesis.* | Listen to a piece of music, *then develop a hypothesis.* | Go on a field trip, *then develop a hypothesis.* | Play a cooperative game, *then develop a hypothesis.* | Think about a personal experience, *then develop a hypothesis.* |
| **Spatial Assessment** | Read a book, *then draw a picture.* | Examine a statistical chart, *then draw a picture.* | Watch a movie, *then draw a picture.* | Listen to a piece of music, *then draw a picture.* | Go on a field trip, *then draw a picture.* | Play a cooperative game, *then draw a picture.* | Think about a personal experience, *then draw a picture.* |
| **Bodily-Kinesthetic Assessment** | Read a book, *then build a model.* | Examine a statistical chart, *then build a model.* | Watch a movie, *then build a model.* | Listen to a piece of music, *then build a model.* | Go on a field trip, *then build a model.* | Play a cooperative game, *then build a model.* | Think about a personal experience, *then build a model.* |
| **Musical Assessment** | Read a book, *then create a song.* | Examine a statistical chart, *then create a song.* | Watch a movie, *then create a song.* | Listen to a piece of music, *then create a song.* | Go on a field trip, *then create a song.* | Play a cooperative game, *then create a song.* | Think about a personal experience, *then create a song.* |
| **Interpersonal Assessment** | Read a book, *then share with a friend.* | Examine a statistical chart, *then share with a friend.* | Watch a movie, *then share with a friend.* | Listen to a piece of music, *then share with a friend.* | Go on a field trip, *then share with a friend.* | Play a cooperative game, *then share with a friend.* | Think about a personal experience, *then share with a friend.* |
| **Intrapersonal Assessment** | Read a book, *then design your own response.* | Examine a statistical chart, *then design your own response.* | Watch a movie, *then design your own response.* | Listen to a piece of music, *then design your own response.* | Go on a field trip, *then design your own response.* | Play a cooperative game, *then design your own response.* | Think about a personal experience, *then design your own response.* |

BEST COPY AVAILABLE

---

From *Multiple Intelligences in the Classroom,* by Thomas Armstrong. Alexandria, Virginia: Association for Supervision and Curriculum Development, 126. Copyright © 1994 ASCD. Reprinted by permission. All rights reserved.

# Inverted Pyramid Representing The ACTFL Rating Scale With Major Ranges And Sublevels


Superior
Advanced High
Advanced
Intermediate High
Intermediate Mid
Intermediate Low
Novice High
Novice Mid
Novice Low

BEST COPY AVAILABLE

---

From American Council on the Teaching of Foreign Languages (ACTFL). Yonkers, NY, n.d. Reprinted with permission.

# ACTFL Proficiency Guidelines – Speaking

## Revised 1999

The *ACTFL Proficiency Guidelines — Speaking* (1986) have gained widespread application as a metric against which to measure learners' functional competency; that is, their ability to accomplish linguistic tasks representing a variety of levels. Based on years of experience with oral testing in governmental institutions and on the descriptions of language proficiency used by Interagency Language Roundtable (ILR), the *ACTFL Guidelines* were an adaptation intended for use in academia (college and university levels particularly) in the United States. For this reason, the authors of the *Provisional Guidelines* (1982) conflated the top levels (ILR 3-5), expanded the descriptions of the lower levels (ILR 0-1), and defined sublevels of competency according to the experience of language instructors and researchers accustomed to beginning learners. Their efforts were further modified and refined in the *ACTFL Proficiency Guidelines* published in 1986.

After additional years of oral testing and of interpretation of the *Guidelines*, as well as numerous research projects, scholarly articles, and debates, the time has come to reevaluate and refine the *Guidelines*, initially those for Speaking, followed by those for the other skills. The purposes of this revision of the *Proficiency Guidelines — Speaking* are to make the document more accessible to those who have not received recent training in ACTFL oral proficiency testing, to clarify the issues that have divided testers and teachers, and to provide a corrective to what the committee perceived to have been possible misinterpretations of the descriptions provided in earlier versions of the *Guidelines*.

An important example is the treatment of the Superior level. The ILR descriptions postulate a spectrum of proficiency abilities from 0 which signifies no functional competence, to 5 which is competence equivalent to that of a well-educated native speaker. Due to the language levels most often attained by adult learners, the *ACTFL Guidelines* do not include descriptions of the highest ILR levels. The ACTFL Superior level, roughly equivalent to the ILR 3 range, is thus to be seen as a baseline level; that is, it describes a particular set of functional abilities essential to that level, but not necessarily the whole range of linguistic activities that an educated speaker with years of experience in the target language and culture might attain. Keeping this distinction in mind reduces the tendency to expect the Superior speaker to demonstrate abilities defined at higher ILR levels.

(continued)

---

From American Council on the Teaching of Foreign Languages (ACTFL). 1999. *ACTFL Proficiency Guidelines*. Yonkers, New York: ACTFL. Reprinted with permission. The *ACTFL Proficiency Guidelines – Listening, Reading and Writing* are in revision.

For this reason, among others, the committee has broken with tradition by presenting this version of the Speaking Guidelines — in **descending** rather than ascending order. This top-down approach has two advantages. First, it emphasizes that the High levels are more closely related to the level above than to the one below, and represents a considerable step towards accomplishing the functions at the level above, not just excellence in the functions of the level itself. Second, it allows for fewer negatives and less redundancy in the descriptions when they refer, as they must, to the inability of a speaker to function consistently at a higher level.

Another significant change to the 1986 version of the *Guidelines* is found in the division of the Advanced level into the High, Mid, and Low sublevels. This decision reflects the growing need in both the academic and commercial communities to more finely delineate a speaker's progress through the Advanced level of proficiency. The new descriptors for **Advanced Mid and Advanced Low** are based on hundreds of Advanced-level language samples from OPI testing across a variety of languages.

The committee has also taken a slightly different approach to the presentation of these *Guidelines* from previous versions. The full **prose descriptions** of each level (and, when applicable, its sub-levels) are preceded by clearly delineated **thumb-nail sketches** that are intended to alert the reader to the major features of the levels and to serve as a quick reference, but not in any way to replace the full picture presented in the descriptions themselves. Indeed, at the lower levels they refer to the Mid rather than to the baseline proficiency, since they would otherwise describe a very limited profile and misrepresent the general expectations for the level.

This revision of the *ACTFL Proficiency Guidelines—Speaking* is presented as an additional step toward more adequately describing speaking proficiency. Whereas this effort reflects a broad spectrum of experience in characterizing speaker abilities and includes a wide range of insights as a result of ongoing discussions and research within the language teaching profession, the revision committee is aware that there remain a number of issues requiring further clarification and specification. It is the hope of the committee that this revision will enhance the *Guidelines'* utility to the language teaching and testing community in the years to come.

## Acknowledgments

ACTFL is indebted to the following individuals who contributed to the original *ACTFL Proficiency Guidelines Project* of 1986: Heidi Byrnes, James Child, Nina Patrizio, Pardee Lowe, Jr., Seiichi Makino, Irene Thompson, and A. Ronald Walton. Their work was the foundation for this revision project.

We would also like to thank the following committee members and reviewers who generously gave of their time and expertise during the current revision process: Lucia Caycedo Garner, Helen Hamlyn, Judith Liskin-Gasparro, Arthur Mosher, Lizette Mujica Laughlin, Chantal Thompson, and Maureen Weissenreider.

Finally, ACTFL wishes to acknowledge the work of the *Guidelines'* editors, and authors of the Explanatory Notes that accompany the *ACTFL Proficiency Guidelines—Speaking* (Revised 1999).

Karen E. Breiner-Sanders
Pardee Lowe, Jr.
John Miles
Elvira Swender

The Revision of the *ACTFL Proficiency Guidelines - Speaking* was supported by a grant
from the United States Department of Education International Studies and Research Programs

(continued)

## SUPERIOR

Speakers at the Superior level are able to communicate in the language with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They explain their opinions on a number of topics of importance to them, such as social and political issues, and provide structured argument to support their opinions. They are able to construct and develop hypotheses to explore alternative possibilities. When appropriate, they use extended discourse without unnaturally lengthy hesitation to make their point, even when engaged in abstract elaborations. Such discourse, while coherent, may still be influenced by the Superior speakers' own language patterns, rather than those of the target language.

Superior speakers command a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information through the use of syntactic and lexical devices, as well as intonational features such as pitch, stress and tone. They demonstrate virtually no pattern of error in the use of basic structures. However, they may make sporadic errors, particularly in low-frequency structures and in some complex high-frequency structures more common to formal speech and writing. Such errors, if they do occur, do not distract the native interlocutor or interfere with communication.

## ADVANCED HIGH

Speakers at the Advanced-High level perform all Advanced-level tasks with linguistic ease, confidence and competence. They are able to consistently explain in detail and narrate fully and accurately in all time frames. In addition, Advanced-High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at that level across a variety of topics. They can provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are more comfortable discussing a variety of topics concretely.

Advanced-High speakers may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech. However, when called on to perform the complex tasks associated with the Superior level over a variety of topics, their language will at times break down or prove inadequate, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narration in place of argument or hypothesis.

## ADVANCED MID

Speakers at the Advanced-Mid level are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as to events of current, public, and personal interest or individual relevance.

Advanced-Mid speakers demonstrate the ability to narrate and describe in all major time frames (past, present, and future) by providing a full account, with good control of aspect, as they adapt flexibly to the demands of the conversation. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse.

Advanced-Mid speakers can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar. Communicative strategies such as circumlocution or rephrasing are often employed for this purpose. The speech of Advanced-Mid speakers performing Advanced-level tasks is marked by substantial flow. Their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest. Dominant language discourse structures tend to recede, although discourse may still reflect the oral paragraph structure of their own language rather than that of the target language.

Advanced-Mid speakers contribute to conversations on a variety of familiar topics, dealt with concretely, with much accuracy, clarity and precision, and they convey their intended message without misrepresentation or confusion. They are readily understood by native speakers unaccustomed to dealing with non-natives. When called on to perform functions or handle topics associated with the Superior level, the quality and/or quantity of their speech will generally decline. Advanced-Mid speakers are often able to state an opinion or cite conditions; however, they lack the ability to consistently provide a structured argument in extended discourse. Advanced-Mid speakers may use a number of delaying strategies, resort to narration, description, explanation or anecdote, or simply attempt to avoid the linguistic demands of Superior-level tasks.

(continued)

## ADVANCED LOW

Speakers at the Advanced-Low level are able to handle a variety of communicative tasks, although somewhat haltingly at times. They participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure activities and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance.

Advanced-Low speakers demonstrate the ability to narrate and describe in all major time frames (past, present and future) in paragraph length discourse, but control of aspect may be lacking at times. They can handle appropriately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar, though at times their discourse may be minimal for the level and strained. Communicative strategies such as rephrasing and circumlocution may be employed in such instances. In their narrations and descriptions, they combine and link sentences into connected discourse of paragraph length. When pressed for a fuller account, they tend to grope and rely on minimal discourse. Their utterances are typically not longer than a single paragraph. Structure of the dominant language is still evident in the use of false cognates, literal translations, or the oral paragraph structure of the speaker's own language rather than that of the target language.

While the language of Advanced-Low speakers may be marked by substantial, albeit irregular flow, it is typically somewhat strained and tentative, with noticeable self-correction and a certain 'grammatical roughness.' The vocabulary of Advanced-Low speakers is primarily generic in nature.

Advanced-Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion, and it can be understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved through repetition and restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

## INTERMEDIATE HIGH

Intermediate-High speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident.

Intermediate-High speakers handle the tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics. With some consistency, speakers at the Intermediate High level narrate and describe in major time frames using connected discourse of paragraph length. However, their performance of these Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or syntactically in the appropriate major time frame, the disintegration of connected discourse, the misuse of cohesive devises, a reduction in breadth and appropriateness of vocabulary, the failure to successfully circumlocute, or a significant amount of hesitation.

Intermediate-High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g. use of code-switching, false cognates, literal translations, etc.), and gaps in communication may occur.

## INTERMEDIATE MID

Speakers at the Intermediate-Mid level are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging.

Intermediate-Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate-Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to make utterances of sentence length and some strings of sentences. Their speech may contain pauses, reformulations and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. Because of inaccuracies in their vocabulary and/or pronunciation and/or grammar and/or syntax, misunderstandings can occur, but Intermediate-Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

(continued)

## INTERMEDIATE LOW

Speakers at the Intermediate-Low level are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target language culture. These topics relate to basic personal information covering, for example, self and family, some daily activities and personal preferences, as well as to some immediate needs, such as ordering food and making simple purchases. At the Intermediate-Low level, speakers are primarily reactive and struggle to answer direct questions or requests for information, but they are also able to ask a few appropriate questions.

Intermediate-Low speakers express personal meaning by combining and recombining into short statements what they know and what they hear from their interlocutors. Their utterances are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary and syntax are strongly influenced by their first language but, in spite of frequent misunderstandings that require repetition or rephrasing, Intermediate-Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

## NOVICE HIGH

Speakers at the Novice-High level are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so.

Novice-High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their utterances, which consist mostly of short and sometimes incomplete sentences in the present, may be hesitant or inaccurate. On the other hand, since these utterances are frequently only expansions of learned material and stock phrases, they may sometimes appear surprisingly fluent and accurate. These speakers' first language may strongly influence their pronunciation, as well as their vocabulary and syntax when they attempt to personalize their utterances. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice-High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle simply a variety of topics and perform functions pertaining to the Intermediate level, a Novice-High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence level discourse.

## NOVICE MID

Speakers at the Novice-Mid level communicate minimally and with difficulty by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may utter only two or three words at a time or an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, Novice-Mid speakers may be understood with great difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics by performing functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

## NOVICE LOW

Speakers at the Novice-Low level have no real functional ability and, because of their pronunciation, they may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.

---

From American Council on the Teaching of Foreign Languages (ACTFL). 1999. *ACTFL Proficiency Guidelines*. Yonkers, New York: ACTFL. Reprinted with permission. The *ACTFL Proficiency Guidelines – Listening, Reading and Writing* are in revision.

# ACTFL Proficiency Guidelines, 1986

The 1986 proficiency guidelines represent a hierarchy of global characterizations of integrated performance in speaking, listening, reading and writing. Each description is a representative, not an exhaustive, sample of a particular range of ability, and each level subsumes all previous levels, moving from simple to complex in an "all-before-and-more" fashion.

Because these guidelines identify stages of proficiency, as opposed to achievement, they are not intended to measure what an individual has achieved through specific classroom instruction but rather to allow assessment of what an individual can and cannot do, regardless of where, when, or how the language has been learned or acquired; thus, the words "learned" and "acquired" are used in the broadest sense. These guidelines are not based on a particular linguistic theory or pedagogical method, since the guidelines are proficiency-based, as opposed to achievement-based, and are intended to be used for global assessment.

The 1986 guidelines should not be considered the definitive version, since the construction and utilization of language proficiency guidelines is a dynamic, interactive process. The academic sector, like the government sector, will continue to refine and update the criteria periodically to reflect the needs of the users and the advances of the profession. In this vein, ACTFL owes a continuing debt to the creators of the 1982 provisional proficiency guidelines and, of course, to the members of the Interagency Language Roundtable Testing Committee, the creators of the government's Language Skill Level Descriptions.

ACTFL would like to thank the following individuals for their contributions on this current guidelines project:

Heidi Byrnes
James Child
Nina Levinson
Pardee Lowe, Jr.
Seiichi Makino
Irene Thompson
A. Ronald Walton

These proficiency guidelines are the product of grants from the U.S. Department of Education.

---

From American Council on the Teaching of Foreign Languages (ACTFL), 1986. *ACTFL Proficiency Guidelines*. Yonkers, New York: ACTFL. Reprinted with permission.

## Generic Descriptions–Speaking

| | |
|---|---|
| **Novice** | The Novice level is characterized by the ability to communicate minimally with learned material. |
| Novice-Low | Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability. |
| Novice-Mid | Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty. |
| Novice-High | Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors. |
| **Intermediate** | The Intermediate level is characterized by the speaker's ability to:<br>—create with the language by combining and recombining learned elements, though primarily in a reactive mode;<br>—initiate, minimally sustain, and close in a simple way basic communicative tasks; and<br>—ask and answer questions. |
| Intermediate-Low | Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors. |
| Intermediate-Mid | Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors. |
| Intermediate-High | Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally by understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required. |
| **Advanced** | The Advanced level is characterized by the speaker's ability to:<br>—converse in a clearly participatory fashion;<br>—initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events;<br>—satisfy the requirements of school and work situations; and<br>—narrate and describe with paragraph-length connected discourse. |

(continued)

| | |
|---|---|
| Advanced | Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native interlocutors. |
| Advanced-High | Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail, and hypothesize. The Advanced-Plus speaker often shows a well developed ability to compensate for an imperfect grasp of some forms with confident use of communicative strategies, such as paraphrasing and circumlocution. Differentiated vocabulary and intonation are effectively used to communicate fine shades of meaning. The Advanced-Plus speaker often shows remarkable fluency and ease of speech but under the demands of Superior-level, complex tasks, language may break down or prove inadequate. |
| Superior | The Superior level is characterized by the speaker's ability to:<br>—participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics; and<br>—support opinions and hypothesize using native-like discourse strategies. |
| Superior | Able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Can discuss special fields of competence and interest with ease. Can support opinions and hypothesize, but may not be able to tailor language to audience or discuss in depth highly abstract or unfamiliar topics. Usually the Superior level speaker is only partially familiar with regional or other dialectical variants. The Superior level speaker commands a wide variety of interactive strategies and shows good awareness of discourse strategies. The latter involves the ability to distinguish main ideas from supporting information through syntactic, lexical and suprasegmental features (pitch, stress, intonation). Sporadic errors may occur, particularly in low-frequency structures and some complex high-frequency structures more common to formal writing, but no patterns of error are evident. Errors do not disturb the native speaker or interfere with communication. |

## Generic Descriptions–Listening

These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

| | |
|---|---|
| Novice-Low | Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances. |
| Novice-Mid | Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech. |
| Novice-High | Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands and courtesy formulae. May require repetition, rephrasing and/or a slowed rate of speech for comprehension. |
| Intermediate-Low | Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently. |

(continued)

| | |
|---|---|
| Intermediate-Mid | Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven. |
| Intermediate-High | Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality. |
| Advanced | Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text. |
| Advanced-High | Able to understand the main ideas of most speech in a standard dialect; however, the listener may not be able to sustain comprehension in extended discourse which is propositionally and linguistically complex. Listener shows an emerging awareness of culturally implied meanings beyond the surface meanings of the text but may fail to grasp sociocultural nuances of the message. |
| Superior | Able to understand the main ideas of all speech in a standard dialect, including technical discussion in a field of specialization. Can follow the essentials of extended discourse which is propositionally and linguistically complex, as in academic/professional settings, in lectures, speeches, and reports. Listener shows some appreciation of aesthetic norms of target language, of idioms, colloquialisms, and register shifting. Able to make inferences within the cultural framework of the target language. Understanding is aided by an awareness of the underlying organizational structure of the oral text and includes sensitivity for its social and cultural references and its affective overtones. Rarely misunderstands but may not understand excessively rapid, highly colloquial speech or speech that has strong cultural references. |
| Distinguished | Able to understand all forms and styles of speech pertinent to personal, social and professional needs tailored to different audiences. Shows strong sensitivity to social and cultural references and aesthetic norms by processing language from within the cultural framework. Texts include theater plays, screen productions, editorials, symposia, academic debates, public policy statements, literary readings, and most jokes and puns. May have difficulty with some dialects and slang. |

## Generic Descriptions-Reading

These guidelines assume all reading texts to be authentic and legible.

| | |
|---|---|
| Novice-Low | Able occasionally to identify isolated words and/or major phrases when strongly supported by context. |
| Novice-Mid | Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required. |
| Novice-High | Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive. |

(continued)

| | |
|---|---|
| Intermediate-Low | Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur. |
| Intermediate-Mid | Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience. |
| Intermediate—High | Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding. |
| Advanced | Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters and simple technical material written for the general reader. |
| Advanced-High | Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts which are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur. |
| Superior | Able to read with almost complete comprehension and at normal speed expository prose on unfamiliar subjects and a variety of literary texts. Reading ability is not dependent on subject matter knowledge, although the reader is not expected to comprehend thoroughly texts which are highly dependent on knowledge of the target culture. Reads easily for pleasure. Superior-level texts feature hypotheses, argumentation and supported opinions and include grammatical patterns and vocabulary ordinarily encountered in academic/professional reading. At this level, due to the control of general vocabulary and structure, the reader is almost always able to match the meanings derived from extralinguistic knowledge with meanings derived from knowledge of the language, allowing for smooth and efficient reading of diverse texts. Occasional misunderstandings may still occur; for example, the reader may experience some difficulty with unusually complex structures and low-frequency idioms. At the Superior level the reader can match strategies, top-down or bottom-up, which are most appropriate to the text. (Top-down strategies rely on real-world knowledge and prediction based on genre and organizational scheme of the text. Bottom-up strategies rely on actual linguistic knowledge.) Material at this level will include a variety of literary texts, editorials, correspondence, general reports and technical material in professional fields. Rereading is rarely necessary, and misreading is rare. |
| Distinguished | Able to read fluently and accurately most styles and forms of the language pertinent to academic and professional needs. Able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references by processing language from within the cultural framework. Able to understand a writer's use of nuance and subtlety. Can readily follow unpredictable turns of thought and author intent in such materials as sophisticated editorials, specialized journal articles, and literary texts such as novels, plays, poems, as well as in any subject matter area directed to the general reader. |

## Generic Descriptions–Writing

| | |
|---|---|
| Novice-Low | Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to both copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable. |

(continued)

| | |
|---|---|
| Novice-Mid | Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills. |
| Novice-High | Able to write simple fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information as well as some short phrases and simple lists. Can write all the symbols in an alpahbetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct. |
| Intermediate-Low | Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling and in formation of nonalphabetic symbols, but writing can be understood by natives used to the writing of nonnatives. |
| Intermediate-Mid | Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., nonpast, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of nonnatives. |
| Intermediate-High | Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of nonnatives. |
| Advanced | Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of nonalphabetic symbols. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of nonnatives. |
| Advanced-High | Able to write about a variety of topics with significant precision and in detail. Can write most social and informal business correspondence. Can describe and narrate personal experiences fully but has difficulty supporting points of view in written discourse. Can write about the concrete aspects of topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of expression, but under time constraints and pressure writing may be inaccurate. Generally strong in either grammar or vocabulary, but not in both. Weakness and unevenness in one of the foregoing or in spelling or character writing formation may result in occasional miscommunication. Some misuse of vocabulary may still be evident. Style may still be obviously foreign. |
| Superior | Able to express self effectively in most formal and informal writing on practical, social and professional topics. Can write most types of correspondence, such as memos as well as social and business letters, and short research papers and statements of position in areas of special interest or in special fields. Good control of a full range of structures, spelling or nonalphabetic symbol production, and a wide general vocabulary allow the writer to hypothesize and present arguments or points of view accurately and effectively. An underlying organization, such as chronological ordering, logical ordering, cause and effect, comparison, and thematic development is strongly evident, although not thoroughly executed and/or not totally reflecting target language patterns. Although sensitive to differences in formal and informal style, still may not tailor writing precisely to a variety of purposes and/or readers. Errors in writing rarely disturb natives or cause miscommunication. |

---

From American Council on the Teaching of Foreign Languages (ACTFL), 1986. *ACTFL Proficiency Guidelines*. Yonkers, New York: ACTFL. Reprinted with permission.

# Articulation & Achievement

## (Five Stages of Language Learning Continuum)

### LANGUAGE LEARNING CONTINUUM
### STAGE I

#### FUNCTION

***Students develop the ability to:***

- greet and respond to greetings;
- introduce and respond to introductions;
- engage in conversations;
- express likes and dislikes;
- make requests;
- obtain information;
- understand some ideas and familiar details;
- begin to provide information.

#### CONTEXT

***Students can perform these functions:***

- when speaking, in face-to-face social interaction;
- when listening, in social interaction and using audio or video texts;
- when reading, using authentic materials, e.g., menus, photos, posters, schedules, charts, signs, and short narratives;
- when writing notes, lists, poems, postcards, and short letters.

#### TEXT TYPE

***Students can:***

- use short sentences, learned words and phrases, and simple questions and commands when speaking and writing;
- understand some ideas and familiar details presented in clear, uncomplicated speech when listening;
- understand short texts enhanced by visual clues when reading.

#### ACCURACY

***Students:***

- communicate effectively with some hesitation and errors, which do not hinder comprehension;
- demonstrate culturally acceptable behavior for Stage I functions;
- understand most important information.

#### CONTENT

***Stages I and II often include some combination of the following topics:***

- ***the self:*** family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals.
- ***beyond self:*** geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work.

---

From The College Board. 1996. *Articulation & Achievement*. New York: College Entrance Examination Board (24-28). Reprinted with permission.

## LANGUAGE LEARNING CONTINUUM
## STAGE II

### FUNCTION

***Students expand their ability to perform all the functions developed in Stage I. They also develop the ability to:***

- make requests;
- express their needs;
- understand and express important ideas and some detail;
- describe and compare;
- use and understand expressions indicating emotion.

### CONTEXT

***Students can perform these functions:***

- when speaking, in face-to-face social interaction;
- when listening, in social interaction and using audio or video texts;
- when reading, using authentic materials, e.g., short narratives, advertisements, tickets, brochures, and other media;
- when writing letters and short guided compositions.

### TEXT TYPE

***Students can:***

- use and understand learned expressions, sentences, and strings of sentences, questions, and polite commands when speaking and listening;
- create simple paragraphs when writing;
- understand important ideas and some details in highly contextualized authentic texts when reading.

### ACCURACY

***Students:***

- demonstrate increasing fluency and control of vocabulary;
- show no significant pattern of error when performing Stage I functions;
- communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Stage II functions;
- understand oral and written discourse, with few errors in comprehension when reading; demonstrate culturally appropriate behavior for Stage II functions.

### CONTENT

***Stages I and II often include some combination of the following topics:***

- ***the self:*** family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals.
- ***beyond self:*** geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work.

## LANGUAGE LEARNING CONTINUUM
## STAGE III

### FUNCTION

***Students expand their ability to perform all the functions developed in Stages I and II. They also develop the ability to:***

- clarify and ask for and comprehend clarification;
- express and understand opinions;
- narrate and understand narration in the present, past, and future;
- identify, state, and understand feelings and emotions.

### CONTEXT

***Students can perform these functions:***

- when speaking, in face-to-face social interaction and in simple transactions on the phone;
- when listening, in social interaction and using audio or video texts;
- when reading short stories, poems, essays, and articles;
- when writing journals, letters, and essays.

### TEXT TYPE

***Students can:***

- use strings of related sentences when speaking;
- understand most spoken language when the message is deliberately and carefully conveyed by a speaker accustomed to dealing with learners when listening;
- create simple paragraphs when writing;
- acquire knowledge and new information from comprehensive, authentic texts when reading.

### ACCURACY

***Students:***

- tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning;
- generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and groping for words, as well as patterns of mispronunciation and intonation;
- generally use culturally appropriate behavior in social situations;
- are able to understand and retain most key ideas and some supporting detail when reading and listening.

### CONTENT

***Content includes cultural, personal, and social topics such as:***

- history, art, literature, music, current affairs, and civilization, with an emphasis on significant people and events in these fields;
- career choices, the environment, social issues, and political issues.

# LANGUAGE LEARNING CONTINUUM
# STAGE IV

### FUNCTION

***Students expand their ability to perform all the functions developed in Stages I, II, and III. They also develop the ability to:***

- give and understand advice and suggestions;
- initiate, engage in, and close a conversation;
- compare and contrast;
- explain and support an opinion.

### CONTEXT

***Students can perform these functions:***

- when speaking, in face-to-face social interaction, in simple transactions on the phone, and in group discussions, prepared debates, and presentations;
- when listening, in social interaction and using audio or video texts, including TV interviews and newscasts;
- when reading short literary texts, poems, and articles;
- when writing journals, letters, and essays.

### TEXT TYPE

***Students can:***

- use simple discourse in a series of coherent paragraphs when speaking;
- understand most authentic spoken language when listening;
- create a series of coherent paragraphs when writing;
- acquire knowledge and new information from comprehensive, authentic texts when reading.

### ACCURACY

***Students:***

- can engage in conversations with few significant patterns of error and use a wide range of appropriate vocabulary;
- demonstrate a heightened awareness of culturally appropriate behavior, although, as the task or message becomes more complex, they tend to become less accurate;
- are able to understand and report most key ideas and some supporting detail when reading and listening.

### CONTENT

***Content embraces:***

- concepts of broader cultural significance, including institutions such as the education system, the government, and political and social issues in the target culture;
- topics of social and personal interest such as music, literature, the arts, and the sciences.

## LANGUAGE LEARNING CONTINUUM
## STAGE V

| FUNCTION | CONTEXT | TEXT TYPE |
|---|---|---|
| ***Students expand their ability to perform all the functions developed in Stages I, II, III, and IV. They also develop the ability to:***<br>▪ conduct transactions and negotiations;<br>▪ substantiate and elaborate opinions;<br>▪ convince and persuade;<br>▪ analyze and critique. | ▪ Students can perform these functions in almost any context, including many complex situations. | ▪ Students can perform these functions in extended discourse when appropriate. |

### ACCURACY

***Students:***

- use culturally appropriate language, characterized by a wide range of vocabulary, with few patterns of error, although speech may contain some hesitation and normal pauses;
- comprehend significant ideas and most supporting details.

### CONTENT

***Content embraces:***

- concepts of broader cultural significance, including social issues in the target culture, such as the environment and human rights;
- abstract ideas concerning art, literature, politics, and society.

---

From The College Board. 1996. *Articulation & Achievement*. New York: College Entrance Examination Board (24-28). Reprinted with permission.

# Articulation & Achievement
## (Oral and Written Assessment)

## RUBRICS FOR HOLISTIC SCORING

### SCORE

**3 Exceeds Expectations**
- Message very effectively communicated
- Rich variety of vocabulary
- Highly accurate, showing no significant patterns of error
- Content supports interest level
- Self-correction increases comprehensibility

**2 Meets Expectations**
- Message generally comprehensible
- Vocabulary is appropriate, with some groping
- Accuracy appropriate to stage, although some patterns of error may interfere with comprehension
- Content is predictable, but adequate
- Occasional self-correction may be successful

**1 Does Not Meet Expectations**
- Message communicated with difficulty and is unclear
- Vocabulary is often inappropriate, leading to miscommunication
- Significant patterns of error
- Content repetitious
- Self-correction is rare and usually unsuccessful

**0 Unratable Sample**
- No consistent use of target language, only isolated words in target language
- Off task

NOTE: Evaluators applying these rubrics must refer to the *Language Learning Continuum* for verification of expectations at each stage. Because this is a criterion-referenced scoring, student work samples should be held accountable to the specific criteria rather than to each other.

At Stage I, at which the learner relies primarily on memorized material, no major patterns of error are expected. However, if the learner attempts to move beyond memorized material, error becomes more evident, as is appropriate to the expectations for this particular stage.

---

From The College Board. 1996. *Articulation & Achievement*. New York: College Entrance Examination Board (36). Reprinted with permission.

# Farmington Language Proficiency Test

The Farmington Language Proficiency Test (FLPT) is a teacher-developed, curriculum-based test that allows students to demonstrate what they know and can do with their second language. The FLPT has five parts, with each part worth the amount indicated in parentheses: Listening (25%), Speaking (25%), Reading (20%), Writing (20%) and Culture (10%). These percentages reflect the relative amount of actual classroom practice and teaching/testing time on those areas. All directions are in English and explain in a clear manner the objective of each section. The FLPT corresponds roughly to the low end of the intermediate level scale of the Foreign Language Proficiency Guidelines of the American Council on the Teaching of Foreign Languages (ACTFL), Yonkers, New York.

The **LISTENING TEST** asks the students to listen to a variety of conversations and show understanding by choosing the correct answers either by multiple choice or by numbering certain pictures. The spoken passages are said twice. This test is administered in the multimedia language learning center.

**Ex.:** "You are working in a restaurant and are taking people's orders. Listen and then write the number of each dialogue under the correct picture of both the food and the beverage that each person orders. Write the numbers below the pictures. Four pictures are not used. [Students hear five short dialogues and indicate their answers by numbering the appropriate pictures.]

The **SPEAKING TEST** is a series of taped questions asked by Farmington language teachers which follows the model of an oral proficiency interview:

I. A few basic "warm-up" questions to put the students at ease by starting with very familiar learned material.
**Examples: "What is your name?" "How are you?" "What is your birthday?"**

II. A series of questions on two thematic topics to probe student depth of ability and expression in these two areas.
**Examples: "Describe where you live." "What is your favorite subject and why?"**

III. A few basic "wind-down" questions to provide relatively easy opportunities for each student to complete the test and validate his or her ability in the spoken language.
**Example: "What do you like to do after school?"**

This test is administered in the multimedia language learning center, and student responses are recorded on an audio cassette tape.

The **READING TEST** provides a variety of items to read: map of a town, short reading passages, short situations where students identify the logical missing or needed item, descriptions of a variety of actions or items. Questions are multiple choice and ask for factual as well as some inferential information.

Ex: "Look at the following map of a town and show how well you can identify where certain stores and buildings are located in the town below by answering the questions that follow." [Students see a map with a series of printed questions and four possible answers.]

The **WRITING TEST** asks the students to write a penpal letter to an imaginary friend in a country where the second language is spoken. A context is created to provide an "authentic" prompt and the students are asked to provide specific personal, practical and thematic information in the letter.

The **CULTURE TEST** asks the students to show their knowledge of selected historical, geographical, social, political, and educational information of the countries and cultures studied in the curriculum. The questions require multiple choice answers.

---

From Farmington Language Proficiency Test. Adapted with permission from the Farmington, Connecticut, Public Schools.

# Curriculum Year Planner – Template And Example

**Class:** ____________________ **Year Planner--Template**

| Goals | Goal 1: COMMUNICATION | Goal 2: CULTURES | Goal 3: CONNECTIONS | Goal 4: COMPARISONS | Goal 5: COMMUNITIES |
|---|---|---|---|---|---|
| **Standards** | | | | | |
| **Contexts/ Outcomes** | | | | | |
| **Progress Indicators** | | | | | |
| **Essential Skills/ Knowledge** | | | | | |
| **Assessments** | | | | | |
| **Resources** | | | | | |

From Nebraska Department of Education. 1996. *Nebraska K-12 Foreign Language Frameworks*. Lincoln, Nebraska. 211. Reprinted with permission.

## Class: **Level 1 Language Class**

## Year Planner--Example A

| Goals | Goal 1: COMMUNICATION | Goal 2: CULTURES | Goal 3: CONNECTIONS | Goal 4: COMPARISONS | Goal 5: COMMUNITIES |
|---|---|---|---|---|---|
| **Standards** | 1.1 Students engage in conversations ... | 2.1 Students ... perspectives and practices of cultures | 3.1 Students reinforce ... their knowledge through other disciplines | 4.1 Students ... use different patterns to communicate and apply to own language | 5.1 Students apply language skills beyond school setting |
| **Contexts/ Outcomes** | Students engage in conversations about typical school situations. | Students demonstrate an understanding of the relationship between the perspectives and practices of greetings and leave-takings in Germany | Students reinforce and further knowledge of art by studying German artists | Students recognize that the German language uses different sound patterns from English | Students apply language skills beyond the school setting by using the Internet to converse in German with German teenagers. |
| **Progress Indicators** | 1.1.A Express basic needs<br>1.1.B Express basic courtesies | 2.1.A Identify and react to cultural perspectives and practices | 3.1.B Identify information for use in other disciplines | 4.1.A Identify sound patterns and compare to own language | 5.1.A Identify the target language in daily lives |
| **Essential Skills/ Knowledge** | • Verbs—want, need<br>• Vocabulary for school items, clothes, gift suggestions<br>• Phrases for polite requests | • Descriptions of greetings<br>• Leave-taking customs | • Accessing information from computer and library<br>• Listing of resources for the information desired<br>• Information on artists--their lives and times | • Vowel sounds<br>• Consonant sounds | • How-to log-skills<br>• Conversation skills<br>• Writing skills |
| **Assessments** | • Situation cards—role-plays of losing school supplies and borrowing from friends<br>• Quizzes<br>• Letter to pen-pal on Internet | • Role-play greetings and leave-taking situations | • Student log/notes<br>• Projects on various perspectives on relationships of art to society | • Listening identification<br>• Pronunciation test | • Student logs of language use<br>• Internet chat paper copies |
| **Resources** | • Chapter 2<br>• Chapter 9<br>• Video<br>• Internet pen-pals | • Chapter 1<br>• Video | • Library<br>• WWW | • Tapes<br>• Videos | • Logbook<br>• Computer-Internet account<br>• Addresses for Internet |

From Nebraska Department of Education. 1996. *Nebraska K-12 Foreign Language Frameworks.* Lincoln, Nebraska. 212. Reprinted with permission.

## Curriculum Unit Planner – Template And Example

Unit: ____________________

### Unit Planner--Template A

| Goals | Goal 1: COMMUNICATION | Goal 2: CULTURES | Goal 3: CONNECTIONS | Goal 4: COMPARISONS | Goal 5: COMMUNITIES |
|---|---|---|---|---|---|
| Standards | | | | | |
| Contexts/ Outcomes | | | | | |
| Progress Indicators | | | | | |
| Essential Skills/ Knowledge | | | | | |
| Assessments | | | | | |
| Instructional Strategies | | | | | |
| Resources | | | | | |

From Nebraska Department of Education. 1996. *Nebraska K-12 Foreign Language Frameworks.* Lincoln, Nebraska, 215. Reprinted with permission.

## Unit: Solar System

## Unit Planner--Example A

| Goals | Goal 1: COMMUNICATION | Goal 2: CULTURES | Goal 3: CONNECTIONS | Goal 4: COMPARISONS | Goal 5: COMMUNITIES |
|---|---|---|---|---|---|
| **Standards** | 1.1 Students engage in conversation...<br>1.2 Students understand and interpret... | | 3.1 Students reinforce and further knowledge... | | 5.1 Students apply language skills and knowledge... |
| **Contexts/ Outcomes** | Same for all goals: Students engage in conversations and understand and interpret language about the solar system. | | | | |
| **Progress Indicators** | 1.1.G Ask/answer questions<br>1.1.F Respond to one-on-one interactions<br>1.1.H Make/respond to requests...<br>1.2.A Respond to directions...<br>1.2.B Make an identification<br>1.2.C Read and respond..<br>1.2.E Identify cues.. | | 3.1.A Identify & apply information & skills | | 5.1.A Identify target language...<br>5.1.B Locate connections... |
| **Essential Skills/ Knowledge** | Same for all progress indicators: | • Solar system vocabulary--planets, meteors, sun, etc.<br>• Ordinal numbers<br>• Distance vocabulary--far, near, etc.<br>• Descriptive vocabulary--big, small, biggest, smallest, colors, etc. | | | |
| **Assessments** | Same for all progress indicators: | • Given a children's book in the target language about the solar system, students will summarize the main ideas.<br>• Students use pocket chart to arrange planets and use ordinal numbers.<br>• Students create models of our solar system which reflect accurate size and distance.<br>• Students use this model to orally describe the planets and their relationship to each other and sun and/or earth. | | | |
| **Instructional Strategies** | Same for all progress indicators: | • TPR with planets, ordinal numbers<br>• Listening comprehension tasks<br>• Pairwork<br>• Bingo | | | |
| **Resources** | Same for all progress indicators: | • Books in target language about the solar system<br>• Ordinal numbers in the target language<br>• Planets and their names in the target language<br>• Sentence strips about planets and solar system (can be taken from the book) | | | |

From Nebraska Department of Education. 1996. *Nebraska K-12 Foreign Language Frameworks.* Lincoln, Nebraska, 216. Reprinted with permission.

# Early Foreign Language Program Goals

## Programs That Are Sequential • Cumulative • Continuous • Proficiency-Oriented • Part of an Integrated K-12 Sequence

**Programs That Are Sequential • Cumulative • Continuous • Proficiency-Oriented • Part of an Integrated K-12 Sequence**

| Program Type | Percent of Class Time Spent in Foreign Language per Week | Goals |
|---|---|---|
| **Total Immersion**<br>Grades K-6 | **50-100%**<br>(Time is spent learning *subject matter* taught in foreign language; language learning per se incorporated as necessary throughout curriculum.) | To become functionally proficient in the foreign language.<br>To master subject content taught in the foreign language.<br>To acquire an understanding of and appreciation for other cultures. |
| **Two-Way Immersion**<br>Grades K-6<br>(Also called two-way bilingual, dual language, or developmental bilingual education) | **At least 50%**<br>(Time is spent learning *subject matter* taught in foreign language; language learning per se incorporated as necessary throughout curriculum.<br>Student population is both native speakers of English and of the foreign language.) | To become functionally proficient in the language that is new to the student.<br>To master subject content taught in the foreign language.<br>To acquire an understanding of and appreciation for other cultures. |
| **Partial Immersion**<br>Grades K-6 | **Approximately 50%**<br>(Time is spent learning *subject matter* taught in foreign language; langauge learning per se incorporated as necessary throughout curriculum.) | To become functionally proficient in the language (although to a lesser extent than is possible in total immersion).<br>To master subject content taught in the new language.<br>To acquire an understanding of and appreciation for other cultures. |
| **Content-Based FLES**<br>Grades K-6 | **15-50%**<br>(Time spent learning language per se as well as learning subject matter in the foreign language.) | To acquire proficieny in listening, speaking, reading, and writing the foreign language.<br>To use subject content as a vehicle for acquiring foreign language skills.<br>To acquire an understanding of and appreciation for other cultures. |
| **FLES**<br>Grades K-6 | **5-15%**<br>(Minimum 75 minutes per week, at least every other day.)<br>Time is spent learning language per se. | To acquire proficieny in listening and speaking (degree of proficiency varies with the program).<br>To acquire an understanding of and appreciation for other cultures.<br>To acquire some proficiency in reading and writing (emphasis varies with the program). |

**Programs That Are Noncontinuous and Not Usually Part of an Integrated K-12 Sequence**

| | | |
|---|---|---|
| **FLEX**<br>Grades K-8<br>(Frequent and regular sessions over a short period of time or short and/or infrequent sessions over an extended period of time.) | 1-5%<br>(Time spent sampling one or more languages and/or learning *about* language–sometimes taught mostly in English.) | To develop an interest in foreign languages for future language study.<br>To learn basic words and phrases in one or more foreign languages.<br>To develop careful listening skills.<br>To develop cultural awareness.<br>To develop linguistic awareness. |

SOURCE: Nancy Rhodes, Center for Applied Linguistics, 1985. Adapted and revised by Pesola and Curtain, 1993.

---

From Curtain, Helena A., and Pesola, Carol A. 1994. 2nd ed. *Languages and Children – Making the Match – Foreign Language Instruction for an Early Start Grades K-8.* White Plains, New York: The Longman Publishing Group, 30. Reprinted with permission.

# Foreign Language Department: CAPT Action Plan (Enfield High School and Enrico Fermi High School)

## Foreign Language Department: Connecticut Academic Performance Test Action Plan: Current Strategies and Techniques and Plans for Improvements at Enfield High School and Enrico Fermi High School

### Enfield, Connecticut

**Prepared by Donna Lyons, Chairperson of Foreign Languages, Enfield High School**

| State Department of Education Recommendations, Strategies, and Instructional Implications of the CAP-Test | Approaches, Strategies, and Techniques Presently Used in the Foreign Language Curricula and Classes | Action Plans for Improvement by Teachers, Administrators, Board of Education, and the Enfield Community |
|---|---|---|
| Use realistic problems and current issues to apply academic skills | Students in foreign languages confront realistic problems and current issues in daily language activities. Assignments, readings, discussions, and research include current events and real-life situations. Students engage in conversation, provide and obtain information, express feelings, and exchange opinions in the target language.[1] In Latin classes, students use realistic problems and historical issues in the application of language skills. In addition, Latin students develop a basic understanding of the perspectives of Greco-Roman culture.[2] | Continued use of realistic problems through discussion of current events in this country and in other world communities as a springboard for language learning. Develop written and spoken exercises which focus on language development through discussions of current events. Include speakers from the community in our class activities who will present the realistic issues of today's global communities to language students. |

---

[1] *Standards for Foreign Language Learning: Preparing for the 21st Century.* Lawrence, KA: Allen Press, Inc., 1996.

[2] *Standards for Classical Language Learning*: A Collaborative Project of The American Classical League, The American Philological Association, and Regional Classical Associations, 1997.

From *Foreign Language Department Action Plan: Current Strategies and Techniques and Plans for Improvements*, an unpublished document prepared by Donna M. Lyons, chairperson of foreign languages, Enfield, Connecticut, High School, November 1997. Reprinted with permission.

# Foreign Language Department: CAPT Action Plan
(Enfield High School and Enrico Fermi High School)

| State Department of Education Recommendations, Strategies, and Instructional Implications of the CAP-Test | Approaches, Strategies, and Techniques Presently Used in the Foreign Language Curricula and Classes | Action Plans for Improvement by Teachers, Administrators, Board of Education, and the Enfield Community |
|---|---|---|
| Consistently ask for oral and written explanations with a focus on "Why?", "How do you know?", "Justify your answer" and "Explain your reasoning" | Class activities in all languages include discussions and conversations in which students can express feelings and exchange differing opinions. These discussions are not limited within a time framework in that students are constantly working to understand history and contemporary society and to compare aspects of the past with issues of the present. | Include requests for oral and written explanations with a focus on "Why?", "How do you know?", "Justify your answer" and "Explain your reasoning" on mid-year and final examinations and assessments throughout the year. Develop more classroom activities in which students engage in conversations and discussions to express their feelings and present opinions. These activities will also reinforce academic and communicative language skills. |
| Regularly present open-ended problems with a variety of appropriate solutions or solution paths | Dialogues, conversations, and situation activities in Spanish and French present open-ended problems which have a multitude of possible solutions. Discussions of literature, mythology, and historical events in Latin present the opportunity to pose alternative solutions to historical or mythological events. | Create more cooperative learning and pairing situations in all languages wherein students can pursue appropriate and alternative solutions to contemporary and historical situations. Include these activities as part of student assessment activities. Provide opportunities for teachers to observe language teachers in other districts who employ problem-solving techniques within the target language. |
| Motivate students to be curious, engaged, independent, and collaborative learners | Language units currently employ the strategy of cooperative learning. Students in Spanish, Latin, and French classes work together on translation activities, research projects, conversation activities, and class presentations. In addition, assignments outside of class involve library research and Internet information retrieval. | Increase the use of technology in the language classroom. Include Internet communication between our students and other world language learners. Encourage on-line research and information retrieval through library access and computer lab activities. Provide Internet training for all language teachers. Provide opportunities for attendance at workshops for all language teachers to improve their cooperative learning strategies and techniques. |

# Foreign Language Department: CAPT Action Plan
## (Enfield High School and Enrico Fermi High School)

| State Department of Education Recommendations, Strategies, and Instructional Implications of the CAP-Test | Approaches, Strategies, and Techniques Presently Used in the Foreign Language Curricula and Classes | Action Plans for Improvement by Teachers, Administrators, Board of Education, and the Enfield Community |
|---|---|---|
| Ensure familiarity with CAPT test formats | Limited familiarity with CAPT test formats is provided for language teachers at this point. | Provide solid training for language teachers in the important areas of Interdisciplinary and Language Arts portions of the CAPT. Enable teachers to attend state-run workshops on CAPT. Language teachers will then be able to more appropriately include CAPT-style questions in language activities and student assessments. |
| Have students read, discuss, interpret, and compare a variety of reading material | Students in Spanish, French, and Latin classes are provided with a wide range of reading material, in English and in the target language, which addresses culture, history, language, literature, and contemporary and ancient societal behaviors. Students are encouraged to interpret and comment on this material making valid comparisons and affording students the chance to offer opinions. | Develop and maintain reading files for each language which provide reading materials addressing all aspects of language and culture study. Increase the readings to include art, music, culinary arts, and technology in Spanish, French, and the Greco-Roman cultures. |
| Encourage students to take the CAPT seriously | We discuss the importance of the CAPT in open discussions, in English, in all of our language classes. Questions from students are answered openly and honestly by language teachers. Encouragement is given at all levels of study for students to take the CAPT and to take it seriously. Future plans and college and career choices are included in these discussions. | Continue to reinforce the importance of the CAPT for all of our students. Expand our discussions to include all students from grades 9-12 and to occur at all times during the year, even beginning in September. |

# Foreign Language Department: CAPT Action Plan
## (Enfield High School and Enrico Fermi High School)

| State Department of Education Recommendations, Strategies, and Instructional Implications of the CAP-Test | Approaches, Strategies, and Techniques Presently Used in the Foreign Language Curricula and Classes | Action Plans for Improvement by Teachers, Administrators, Board of Education, and the Enfield Community |
|---|---|---|
| Ensure that students read authentic literature and respond in writing and through discussion to various ideas, characters, themes, and related literature and situations | Latin students read, discuss, interpret, and compare the literature of a great number of ancient authors. The prose styles of this literature includes essays, letters, and narratives. Advanced Spanish and French students also read, discuss, interpret, and compare literature in those languages. In addition, Latin students compare the poetry and prose of the ancient world with contemporary literature. | Continue offering a wide exposure of literature and authors to students of all levels of language study. Included in the readings can be contemporary Hispanic writers whose works reflect modern Hispanic culture here in the United States as well as in Latin American countries. Expand the curriculum offerings to include more poetry and prose in Latin, Spanish, and French. |
| Ensure that students understand and can apply the conventions of language usage | One of the strengths of the study of Latin is the opportunity it provides students to understand the conventions of English usage. In addition, the basic grammatical learning activities of Latin study greatly increase students' understanding and correct usage of language conventions in all languages. As the parent of Romance languages (Spanish and French) Latin study also extends to increase student understanding of other foreign languages. In addition, the study of French and Spanish will also afford students the opportunity to understand language conventions and to apply those conventions. | Continue to provide all students the opportunity to study at least one language in high school. Increase the language program to include other languages, such as German, Italian, and other world languages. |
| Ensure that students have many opportunities to generate ideas, develop and clarify their ideas in writing in order to express personal ideas, inform, and persuade | Included in the activities of Spanish, French, and Latin is the important component of writing. Beyond the translation activities, which are in themselves exceptional opportunities to generate ideas and express ideas in English, language class activities include simple and complex writing assignments through which students can express their personal ideas, inform, and persuade. | Expand the writing opportunities for our students. Offer opportunities for critical analysis through writing, both in English and in the target language. Give teachers the opportunity to attend workshops and presentations on teaching critical thinking; incorporate these strategies into writing assignments for all language students in class and in assessment activities. |

## Foreign Language Department: CAPT Action Plan
## (Enfield High School and Enrico Fermi High School)

| State Department of Education Recommendations, Strategies, and Instructional Implications of the CAP-Test | Approaches, Strategies, and Techniques Presently Used in the Foreign Language Curricula and Classes | Action Plans for Improvement by Teachers, Administrators, Board of Education, and the Enfield Community |
|---|---|---|
| Incorporate language experiences that require students to think critically about situations and events | We provide opportunities for immersion activities (international travel, local and regional field trips, inter-school learning activities) for all language students. Activities growing out of these experiences include writing exercises and conversations in which students evaluate the experiences and comment on the impact those experiences had on language learning. In addition, students address contemporary and historical events and individuals, from the particular language and culture perspective. These activities enable students to evaluate, assess, and think critically about the situations and the people involved in the situations. | Increase cooperative language experiences for our students whereby they are able to maintain contact with other language learners. These opportunities can include foreign travel and direct contact and interaction with language students in the area. Ensure that students have the opportunity to evaluate the situations and to react to the experience. Open communication between the secondary and elementary levels in our system to provide opportunities for cooperative learning between our students and those of the elementary grades. |
| Ensure that students explore concepts of number and quantity in foreign languages to support the mathematics portion of the CAPT | Foreign language classes are unique in that teachers have the ability to infuse cross-curricular material into nearly every lesson. Support for mathematics training and skill development is part of the teaching in the foreign language classroom. Cardinal and ordinal numbers are taught in all languages. Roman numerals are also taught in Latin classes. Work with Roman numerals gives students the opportunity to approach mathematics from another perspective. Solutions to Roman numeral problems challenge students in the area of thought, critical thinking, comparisons, and simple mathematical processes. | Create interdisciplinary mathematics learning activities between language classes and other disciplines. Such activities might include historical learning focuses in mathematics classes (Descartes, Archimedes) or perspective and mathematical proportions in art classes (Escher, Dali, ancient Greek sculpture and architecture). |

## Foreign Language Department: CAPT Action Plan
## (Enfield High School and Enrico Fermi High School)

| State Department of Education Recommendations, Strategies, and Instructional Implications of the CAP-Test | Approaches, Strategies, and Techniques Presently Used in the Foreign Language Curricula and Classes | Action Plans for Improvement by Teachers, Administrators, Board of Education, and the Enfield Community |
|---|---|---|
| Use realistic problems to develop language through understanding and problem-solving | In all language classes, realistic situations are used to approach understanding and problem-solving. In modern languages, this strategy uses contemporary travel, school, career, family, and community situations to teach grammar, comprehension, and oral communication skills. In Latin classes, students are encouraged to compare civilizations and cultures in the process of understanding our own world. Problem-solving is approached through a compare and contrast methodology which enables students to pursue solutions to open-ended problems or situations. | Continue the analysis and evaluation of current textbooks and language teaching strategies to present exercises in problem-solving and techniques of understanding to all language students. Ensure that the ACTFL standards of language acquisition and teaching are central to the revised and reviewed curricula in languages. |
| Ensure that language students have many opportunities to identify an issue and recognize a point of view | In language classes we infuse current events and historical documents into lessons on culture and history of the ancient and modern worlds. We encourage students to analyze situations and actions and take stands on important issues of ethics. In Latin classes the issues of ethics are central to the translations which deal with Aeneas and the Trojan War, Cicero's life and writing, Cincinnatus, Julius Caesar, and the quests of heroes in mythology. | Continue and expand student exposure to important issues which are central to contemporary living and which can be taken directly from the literature of other cultures. |
| Ensure that students transfer their oral skills into written language and *vice versa* | In all language classes students are given daily opportunities to work in writing from the target language into English and *vice versa*. In addition, Latin classes stress English derivation with every vocabulary lesson. Our textbooks present important etymology lessons at the end of each chapter. All languages use the strategies of linking written and oral linguistic practice. | Continue to focus on vocabulary building as part of language teaching strategies. Work closely with English department members to coordinate vocabulary and English usage with language teaching units. |

Page 6 of 9

## Foreign Language Department: CAPT Action Plan
## (Enfield High School and Enrico Fermi High School)

| State Department of Education Recommendations, Strategies, and Instructional Implications of the CAP-Test | Approaches, Strategies, and Techniques Presently Used in the Foreign Language Curricula and Classes | Action Plans for Improvement by Teachers, Administrators, Board of Education, and the Enfield Community |
|---|---|---|
| Ensure that the foreign language curriculum emphasizes teaching for understanding | Summarization skills are developed in all languages. Dialogues and conversations in French and Spanish use the strategy of summarization of readings and video presentations. Latin students are taught to write short, Latin summaries of myths which are studied in class. Often these summaries are accompanied by visual creations, either drawn or created by collage technique. Advanced Latin prose and poetry students work throughout the year to develop an understanding of rhetoric and the value it has in comprehension and understanding of written and spoken passages. | Work cooperatively with English teachers to teach rhetoric across the curriculum. Encourage students to write original poetry in foreign languages. Submit this writing to the school anthology. |
| Ensure that the foreign language programs in Spanish, French and Latin emphasize the application of academic skills to real world problems | In all language classes, students are engaged in activities and projects which connect the study of languages to the real world. Current events are a major focus of class activities. Communication and understanding in the target language are enhanced by posed situations and problems which students must solve. Historical scenarios present settings through which students are able to see contemporary issues as well as past events. Political issues are always in the forefront of our teachings, including modern European problems and events, Latin American political developments, and historical trials and politics from the ancient world. | Continue to infuse issues of world concern in language class activities and readings. Supply classes with contemporary and current magazines and newspapers in French and in Spanish. Open the language program to include more foreign languages, including Japanese, Russian, Italian, and German. Offer short study units on ancient Greece and classical Greek to students. Continue to provide the opportunity for foreign travel to our language students. Engage in more interdisciplinary work with the social studies and art departments. |

## Foreign Language Department: CAPT Action Plan
## (Enfield High School and Enrico Fermi High School)

| State Department of Education Recommendations, Strategies, and Instructional Implications of the CAP-Test | Approaches, Strategies, and Techniques Presently Used in the Foreign Language Curricula and Classes | Action Plans for Improvement by Teachers, Administrators, Board of Education, and the Enfield Community |
|---|---|---|
| Ensure that the foreign language activities include work with open-ended problems | All of our translations and our dialogues in foreign languages offer the opportunity for open-ended problem solving. French and Spanish classes pursue this type of activity through staged conversational scenarios in which students create their own situations and outcomes. Questions and answers relating to the *Destinos* program in Spanish offer opportunities to solve questions and pose possible solutions. In Latin classes, students are engaged in creating myths and reversing the endings on stories. This type of creative thinking and problem-solving is of great support to students preparing for the CAPT. | Add more open-ended problem-solving activities to all language class activities. Develop this strategy with cooperative learning situations and group work. Enable teachers to attend workshops to explore new ways to teach open-ended activities to students through languages. |
| Ensure that students have many opportunities to learn and explore life science, earth science, space science, and physical science | The Foreign Language Department is very conscious of its role in interdisciplinary support. Because of our cross-curricular approach in every language, language students have the opportunity to learn and explore science in our classes. Students in all languages study the vocabulary and identification of parts of the body, medicine and medical practices. Spanish students study a unit on the rain forest and understand our ecological responsibilities as part of the global community. Latin students are very aware of the Latin nomenclature for all scientific terms. Latin students learn mythology thoroughly, from which come the names of the planets, the stories behind our constellations, and the derivation of space project nomenclature. Latin students learn the mythology behind such natural phenomena as the changing seasons, the Narcissus flower, and volcanoes. | Continue to stress the cross-curricular advantage that language students have in preparing for the CAPT. Make the administration more aware of the role that languages have in the interdisciplinary learning of our students. |

Page 8 of 9

# Foreign Language Department: CAPT Action Plan
# (Enfield High School and Enrico Fermi High School)

| State Department of Education Recommendations, Strategies, and Instructional Implications of the CAP-Test | Approaches, Strategies, and Techniques Presently Used in the Foreign Language Curricula and Classes | Action Plans for Improvement by Teachers, Administrators, Board of Education, and the Enfield Community |
|---|---|---|
| Ensure that students have an opportunity to address an audience through their oral proficiency training | This is a constant theme in our language classes. All classes employ the strategy of dialogues or class presentations. Students in language classes have daily opportunities to address their class or other classes through reports or cooperative projects. Latin students participate in activities such as State Latin Day in which they meet other Latin students and join conversational workshops or compete in the Declamation Contest. Our participation in the COLT State Poetry Recitation Contest is a perfect opportunity for students to address an audience through their oral proficiency training. Our students recite in Latin, French, and in Spanish. | Offer the opportunity for students to present recitations in foreign languages to the student body. Bring our oral proficiency training to other schools within the district. Give students the opportunity to travel to areas where other languages are spoken exclusively. |

**Foreign Language Department Action Plan: Current Strategies and Techniques and Plans for Improvements**
Prepared by Donna Lyons, Chairperson of Foreign Languages, Enfield High School, November 1997. Reprinted with permission.

---

From *Foreign Language Department Action Plan: Current Strategies and Techniques and Plans for Improvements*, an unpublished document prepared by Donna M. Lyons, chairperson of foreign languages, Enfield, Connecticut, High School, November 1997. Reprinted with permission.

# Connections

## How World Languages Curriculums Support and Reinforce the Connecticut K-8 Language Arts and Mathematics Content Standards and the Connecticut Mastery Test Objectives for Language Arts and Mathematics

## World Languages and Language Arts

Each of the four Connecticut Language Arts Content Standards[1] can be supported by activities and effective teaching strategies presented in world languages classes. Since the Language Arts Content Standards will form the basis for the Connecticut Mastery Test (CMT) language arts objectives, Grades K-8, in the next generation of the CMT, these same language activities become a significant factor in preparation for the Connecticut Mastery Test for students who are enrolled in world languages classes.

The selected world languages activities described in this project help students develop the following language arts competencies: constructing meaning from a written work; developing skills in analyzing, elaborating and responding critically to what is read; synthesizing explicit and implicit information; developing conceptual understanding; and improving creative expression. All of these skills are addressed in the Language Arts Content Standards and, accordingly, in the CMT objectives.

This project defines an existing but relatively unexplored partnership between the curriculums of language arts and world languages. It offers a perspective of interdisciplinary support with which teachers and administrators can review their curriculums, understand the world languages strategies which lend valuable support to a student's language arts development, and can work toward a fuller interdisciplinary collaboration within a school system to assist students in higher achievement on the CMTs.

The following world languages activities and strategies support the Language Arts Content Standards and reflect world languages instruction. The degree of success in reinforcing the Language Arts Content Standards is based on (1) the frequency of sessions and number of contact hours students have in a world language class; (2) how early students begin their study of world languages (kindergarten, Grades 1, 2, 3, 4, 5 or 6); and (3) the design of a district's world languages curriculum.

**Note:** The term "texts" may include spoken, visual or written products in the target language which reflect the target culture(s) and, at times, the culture of the United States.

---

*Connections* is a project being developed by Mary Donna Lyons, Enfield High School, Enfield, CT and Emily S. Peel of Wethersfield High School, Wethersfield, CT. Reprinted with permission.

[1] *The Connecticut Framework K-12 Curricular Goals and Standards.* State of Connecticut Department of Education, 1998.

## Language Arts Content Standard #1

***READING AND RESPONDING:*** *Students will read and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts.*

### World Languages Strategies and Activities To Support *Reading and Responding*:

1. Students generate a variety of responses to an oral, visual or written text in the target language, e.g., simple descriptions, drawings, presentations using props or visuals.
2. Students use what they know to identify or infer important characters, settings, themes, events, ideas, relationships or details within a work in the target language.
3. Students analyze, elaborate on and respond critically to a variety of texts and illustrations using the target language.
4. Students identify the type of text and use strategies to accomplish a range of activities appropriate to the text in the target language, e.g., talking and writing, using graphic organizers, drawing, listing, creating time lines.
5. Students ask and answer their own and each other's literal and inferential text-related questions using the target language.
6. Students begin listening to, reading or viewing texts in the target language, then use the target language to tell how they think texts will turn out, and finally complete the texts to confirm or revise their predictions.
7. Students practice using strategies to monitor and self-correct their comprehension as they listen to and read texts in the target language.
8. Students identify and explain in the target language the ways in which different texts in the target language differ from one another, e.g., rhymes, stories, songs, illustrations.
9. Students learn and demonstrate appropriate use of a variety of word recognition strategies in the target language to aid in comprehension and language development, e.g., contextual clues, picture clues, phonetics, cognates, suffixes and prefixes, structural analysis, mnemonic devices.
10. Students use a variety of strategies to build their comprehension skills and develop an extensive vocabulary in the target language, e.g., reading extensively, clustering, defining, identifying word parts, linking word families.
11. Students select the most important facts from texts and retell and evaluate stories and illustrations in the target language.
12. Students support their inferences in the target language by referring to the texts they have heard or read, e.g., journals, dialogues, presentations.
13. Students participate in a variety of cooperative group activities applying collaborative skills in the target language to reading, writing, listening, viewing and interpreting texts, e.g., making eye contact, waiting turns, listening, interpreting tone, taking other's ideas into account, explaining clearly, restating.

## Language Arts Content Standard #2

**PRODUCING TEXTS:** *Students will produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**World Languages Strategies and Activities To Support *Producing Texts*:**

1. Students determine purpose, point of view and audience, and then select the best way to convey their meaning in the target language, e.g., speaking, drawing or writing.
2. Students speak, draw or write in the target language to tell stories that their audience understands, e.g., narratives, "all-about" nonfiction pieces, poetry.
3. Students generate questions and gather, select, organize and analyze information from primary and secondary sources to produce a product in the target language.
4. Students compose a dialogue or piece of writing in the target language based on ideas generated through a variety of ways, such as writing, drawing, talking, webbing, listing, brainstorming; then edit and present it to an audience in the target language.
5. Students collect and examine their own stories and drawings in the target language, discuss the features they like, and indicate what they might do differently in future work.

## Language Arts Content Standard #3

**APPLYING ENGLISH LANGUAGE CONVENTIONS:** *Students will apply the conventions of standard English language in oral and written communication.*

**World Languages Strategies and Activities To Support *Applying English Language Conventions:***

1. Students develop skills in the correct use of grammar, spelling, punctuation and capitalization through listening, reading, writing, proofreading and editing in the target language.
2. Students use the conventional patterns of spoken and written syntax and diction in the target language, modeling their teacher and other models of authentic language.
3. Students determine what language forms are and are not appropriate in various contexts, e.g., use of formal and informal address, formaland informal commands, certain expressions and idioms.
4. Students listen to, read and tell stories in the target language from a variety of cultures, including their own, and identify the similarities and differences in the way the language is used.
5. Students recognize that words and expressions in their own language are derived from words in the target language which have evolved and changed over time, e.g., in Latin class, students explore word derivation and learn that "December" is no longer the 10th month of the year; in Spanish, students learn that "Colorado" means reddish, not colored, and "rodeo" means surround or round up, not a show of skill and entertainment.

## Language Arts Content Standard #4

**EXPLORING AND RESPONDING TO TEXTS:** *Students will use the language arts to explore and respond to classical and contemporary texts from many cultures and literary periods.*

**World Languages Strategies and Activities To Support *Exploring and Responding to Texts:***

1. Students listen to, read and view fables, legends and heroic tales from a variety of cultures.
2. Students listen to, read and view a variety of contemporary texts in the target language.
3. Students learn in the target language how history, culture and individuals influence the products of a culture, including art and oral and written texts.
4. Students listen to, read and view fables, folk tales, myths, legends, poems and songs from the target culture(s) and explain in the target language how their different characteristics help to interpret their meaning.
5. Students respond to oral and written texts in the target language and make connections to their own lives.
6. Students describe and defend their reactions to spoken, visual and written texts in the target language.
7. Students explore the different ways spoken, visual and written texts convey a message representative of the target culture(s), e.g., messages in commercials and advertisements.
8. Students role play historical or mythological figures and events from the target culture(s) and determine how issues and values of the past relate to political and social issues of today.
9. Students listen to and read a variety of texts in the target language to understand the cultural influences of a time period on its products, e.g., Aztec pyramids, the design of Roman buildings, the central square of a Spanish town.
10. Students listen to and read texts which reflect the contribution of the target culture to American heritage, e.g., foods: chocolate, croissant, pizza; place names: New Orleans, Rochester, Los Angeles.

---

*Connections* is a project being developed by Mary Donna Lyons of Enfield High School, Enfield, CT and Emily S. Peel of Wethersfield High School, Wethersfield, CT. Reprinted with permission.

# Connections

## How World Languages Curriculums Support and Reinforce the Connecticut K-8 Language Arts and Mathematics Content Standards and the Connecticut Mastery Test Objectives for Language Arts and Mathematics

## World Languages and Mathematics

Each of the 10 Connecticut K-8 Mathematics Content Standards[2] can be supported by activities and effective teaching strategies presented in world languages classes. Since the Mathematics Content Standards form the basis for the next generation of the Connecticut Mastery Test (CMT) mathematics objectives, Grades K-8, these same language activities are a significant factor in preparation for the CMT for students who are enrolled in world languages classes.

The selected world languages activities described in this project encourage conceptual understanding, creative expression, computational skills and the development of problem-solving strategies. All of these skills are addressed in the Mathematics Content Standards and, accordingly, in the CMT objectives.

This project defines an existing but relatively unexplored partnership between the curriculums of mathematics and world languages. It offers a perspective of interdisciplinary support from which teachers and administrators can review their curriculums, understand the world languages strategies which lend valuable support to a student's mathematics proficiency development, and can work toward a fuller interdisciplinary collaboration within a school system to assist students in higher achievement on the CMTs.

The following world languages activities and strategies support the Mathematics Content Standards and reflect world languages instruction. The degree of success in reinforcing the Mathematics Content Standards is based on (1) the frequency of sessions and number of contact hours students have in a world languages class; (2) how early students begin their study of world languages (kindergarten, Grades 1, 2, 3, 4, 5 or 6); and (3) the design of a district's world languages curriculum.

**Note:** The term "texts" may include spoken, visual or written products in the target language which reflect the target culture(s) and, at times, the culture of the United States.

---

*Connections* is a project being developed by Mary Donna Lyons of Enfield High School, Enfield, CT and Emily S. Peel of Wethersfield High School, Wethersfield, CT. Reprinted with permission.

[2] *The Connecticut Framework K-12 Curricular Goals and Standards.* State of Connecticut Department of Education, 1998.

## Mathematics Content Standard #1

**NUMBER SENSE**: *Students will use numbers to count, measure, compare, order, scale, locate and label, and use a variety of numerical representations to present, interpret, communicate and connect various kinds of numerical information.*

### World Languages Strategies and Activities That Support *Number Sense:*

1. Students hear, speak, read and write in the target language using the vocabulary of whole numbers 0 - 100 million, depending on the grade level.

2. Students use numbers in the target language in applications of counting, measuring, labeling and comparing.
    - Students engage in projects and develop charts, identifying and labeling collections of articles which naturally complement each other, e.g., family trees, parts of the body, constellations, food groups, areas and sites on maps, and other associated collections.
    - Students learn the vocabulary of cardinal and ordinal numbers and engage in activities which involve counting, ranking and ordering.

3. Students use illustrations and situations in the target language to present, interpret, communicate and connect numerical information.
    - Students compare numerical information, such as ages of pets and numbers of family members.
    - Students use vocabulary which deals with the target culture's area measurements.
    - Students use whole numbers to describe real-life situations and experiences.
    - Students solve mathematical problems dealing with market activities, e.g., bargaining, buying, selling, tipping.
    - Students use catalogues or newspapers from the target culture(s) and shop from the pages, making lists of items, their sizes and costs, and using monetary notation, e.g., $, DM, ptas.
    - Students compare prices of items, including unit prices, to determine the best buys using the dollar and the currency of the target culture(s).

4. Students develop a sense of the magnitude of numbers by comparing currency denominations and money amounts of the target culture(s) with the dollar, including values and types of both ancient and modern currencies.

5. Students sequence steps in a story, an experiment, or an event using the target language.
    - Students rearrange images/pictures to tell a story.
    - Students sequence the process or correct steps in an activity, e.g., arranging a trip, explaining one's daily routine.
    - Students follow steps in preparing a recipe.
    - Students sequence the events in a historical situation, e.g., death of Caesar, Columbus's search for funding and subsequent trips, French Revolution, Spanish Civil War.

6. Students expand notation to numeric vocabulary in the target language.
    - Students approach problems expressed in conventional numbers, which they convert to numeric vocabulary and complete the solution using the expanded notation in the target language, e.g., 4 +1= ? *Cuatro y uno son **cinco**.*
    - Students learn Roman numerals and then identify and write the Roman numeral expression as an expanded notation of the Arabic equivalent, e.g., M = 1000; MCMXCVIII = 1998.
    - Students write and say cardinal numbers as an expansion of Roman numerals, e.g., X = *decem / dix / diez.*

## Mathematics Content Standard #2:

**OPERATIONS**: *Students will add, subtract, multiply and divide with whole numbers, fractions, decimals and integers and develop strategies for selecting the appropriate computational and operational methods for solving problems.*

### World Languages Strategies and Activities That Support *Operations:*

1. Students use number functions in a variety of contexts in the target language.
    - Students create situational dialogues in which they explain simple procedures, using whole number calculations and fractions, e.g., calculating costs of several items, calculating passage of time.
    - Students use simple addition and subtraction activities supported by visual images to reach story problem solutions.
    - Students solve problems from family or school situations and mythological stories which contain mathematical information, e.g., job activities, purchases; Hercules and the nine-headed Hydra.
    - Students use the "equivalence" of fractions, decimals and percents to select appropriate and effective ways to communicate about time, measurements and currency.
    - Students add, subtract, multiply and divide using hands-on materials or illustrations.
    - Students make and fill requests using numbers, e.g., reservations, supplies, food shopping.
    - Students solve problems based on calculating with Roman numerals and using the vocabulary of Roman numbers.

2. Students learn the metric system in the target language to practice basic multiplication and division using 10, 100 and 1000.

3. Students use the monetary system of the target cultures to solve simple mathematical problems.
    - Students solve problems by making change and using decimals.
    - Students use fractions when studying and comparing the different denominations among cultures, e.g., Mexican pesos and centavos, French francs and centimes, Canadian vs. American dollars and cents.
    - Students "shop" from a target language catalogue or advertisement, fill out an order form and calculate their expenses.

## Mathematics Content Standard #3

**ESTIMATION AND APPROXIMATION:** *Students will make estimates and approximations, and judge the reasonableness of results.*

### World Languages Strategies and Activities That Support *Estimation and Approximation:*

1. Students make approximations in the target language and perform simple mathematical calculations to confirm their estimations.
    - Students use Roman numerals in estimation and approximation exercises.
    - Students estimate answers to determine reasonableness of calculated results, e.g., using map scales and other measurements or calculators, determining distance and time.
    - Students estimate comparative sizes and areas of various items such as land, buildings, rivers, roads, mountains, flags and clothing.
    - Students use language of estimation in the target language such as almost, about, a little more than, less than, close to, etc.

2. Students create scenarios in which they estimate, approximate and judge results.
    - Students develop alternative numeric solutions to problems faced by historical and mythological heroes, e.g., Quetzalcoatl and the Aztec calendar, Hercules and the Hydra, the number of Greeks in the Trojan Horse.
    - Students create myths or reverse the endings of existing stories by altering numeric components.

## Mathematics Content Standard #4

**RATIOS, PROPORTIONS AND PERCENTS:** *Students will use ratios, proportions and percents to represent relationships between quantities and measures and solve problems involving ratios, proportions and percents.*

### World Languages Strategies and Activities That Support *Ratios, Proportions and Percents:*

1. Students solve problems in the target language using ratios, proportions and percents.
    - Students describe simple ratios when comparing quantities, e.g., three postcards for three francs, six for five francs.
    - Students practice fractions and percents in expressions of time, e.g., hours, days, months, years.
    - Students create projects by folding or cutting materials proportionately, e.g., origami, Mexican cut paper borders, Roman togas.

2. Students use products of the target culture(s) to understand mathematical concepts.
    - Students understand mathematical concepts in architecture, e.g., the "Golden Ratio" found in the Parthenon, Mesoamerican architectural features highlighting angles and the sun.
    - Students use percentages in the currencies of the target country(ies) to find the tax on clothing, meals, travel, accommodations.
    - Students create collages or hand-drawn displays of different articles (clothing, household items) and express their values in the currency of the target culture(s).
    - Students calculate equivalent rates in the currency of the target culture(s), e.g., five pottery pieces for 20 pesos, therefore 10 for 40 pesos unless bargaining reduces the price!
    - Students read a scale on a map from the target country(ies).

## Mathematics Content Standard #5

**MEASUREMENT:** *Students will make and use measurements in both customary and metric units to approximate, measure and compute length, area, volume, mass, temperature, angle and time.*

### World Languages Strategies and Activities That Support *Measurement:*

1. Students use the metric system of the target culture(s) to measure units of length, mass, area, volume, time and temperature in the target language.
   - Students engage in language activities which include specific references to measurements and numeric sizes, e.g., measuring and constructing Roman togas, Mexican pyramids, Eiffel Tower.
   - Students develop language-experience stories and solve number, time, temperature or money problems within these stories.
   - Students convert customary U.S. measurements to the metric system of the target culture(s).
   - Students compare adjectives in activities involving the metric system of the target culture(s), e.g., measuring a walk to various parts of town (long, longer, longest), describing buildings in a town (tall, taller, tallest), or the rate of a mode of transportation (fast, faster, fastest).
   - Students create and solve word problems using measurements in the target culture(s) to determine time, volume, area, mass, size, temperature, angles, length and cost, e.g., maps, structure sizes, rivers, climate.
   - Students express measurements on number lines.
   - Students use maps to convert measure of length and distance, estimate distances from place to place, and compare the area sizes of regions.

2. Students use personal referents, such as fingers, arms and hand spans, for standard units of measure, e.g., songs, rhymes, simple counting.

3. Students compare measurements of the target culture(s) and the U.S.
   - Students solve problems using customary (U.S.) and metric units.
   - Students compare the measurements of past times with contemporary measurements and learn vocabulary derivation, e.g., Roman miles [*milia passuum*] vs. kilometers; *libra* = lb. = £;

4. Students understand dates, calendars and the telling and passing of time in the target language.
   - Students determine dates and time, e.g., What is the date today? What time is it? When is your birthday?
   - Students make comparisons when studying cultures existing in different time zones, e.g., Europe, Asia, Africa, South and Central America, the students' home time zone.
   - Students learn the concept of the 24-hour clock and its applications in the target culture(s).
   - Students explore the significance of time and dates when studying cultures whose customs depend on set times or specific dates, e.g., quinceañeros, one's own Saint's Day, meals and dining, holidays.
   - Students understand the passage of time and the expression of time when studying cultures, events and civilizations in the past, e.g., time lines, concept of "ago".
   - Students study history and ancient civilizations and understand B.C./B.C.E. and A.D./C.E. dates.
   - Students use counting skills in explaining B.C./B.C.E. and A.D./C.E. dates.
   - Students make time lines spanning hours, days or years representing the products of the target culture(s), e.g., developments in architecture, art, history, literature, music.
   - Students study ancient Rome or Mesoamerican civilizations, learn about ancient calendars, and calculate time using calendars different from those of the modern world, e.g., Kalends, Nones, Ides of the Roman calendar; glyphs and 20-day and 52-year cycles of the Mayan and Aztec calendars.

- Students tell, read and write time to the nearest minute.
- Students learn numeric vocabulary (hours and minutes) as well as fractions (quarter hour, half-past the hour, three-quarters) in learning to tell time.
- Students compare expressions of time in the target culture(s) with their own customary expressions of time.
- Students practice time measurements by creating or responding to schedules, e.g., television, movies, concerts, calendars, transportation, school classes/events.

5. Students use the temperature measurements of the target culture(s).
   - Students learn the concepts of Celsius vs. Fahrenheit degrees and use them to solve problems.
   - Students write weather reports which include temperatures and barometric settings.

6. Students study language derivation which builds the vocabulary of metric measurements, e.g., *centum* (Latin) = hundred [centimeter]; *mille* (L.) = thousand [milligram, millimeter]; *metron* (Greek) = measure [meter, centimeter, kilometer]; *kilo* (French from Gr. chilioi) = thousand [kilogram, kilometer]; *litron* (Gr.) = a silver coin, pound, also related to libra (L.) = pound, lb., £ ].

7. Students compare and contrast cultural approaches to measurements using the target language.
   - Students learn the American and target culture's (s') systems of clothing sizes and approximate conversions to buy the correct size.
   - Students use the metric system to measure various items such as structures, area and clothing.
   - Students understand the linear measurement units of kilometers and miles.
   - Students understand the area measurement units of acres and hectares.
   - Students understand the degree measurement units of Celsius and Fahrenheit.
   - Students understand the volume and weight measurement units of liters and grams.

## Mathematics Content Standard #6

**SPATIAL RELATIONSHIPS AND GEOMETRY:** *Students will analyze and use spatial relationships and basic concepts of geometry to construct, draw, describe and compare geometric models and their transformations, and use geometric relationships and patterns to solve problems.*

### World Languages Strategies and Activities That Support *Spatial Relationships and Geometry:*

1. Students learn vocabulary in the target language for squares, rectangles, circles, lines, triangles and other geometric figures and constructions.
   - Students use geometric terms in the target language to describe objects in their daily lives.
   - Students use geometric terms in the target language to describe the art and architecture of the target culture(s), e.g., parabolic arch of Gaudí, angles of cubism.
2. Students describe, draw and classify shapes in the target language.
   - Students study and create with colors, numbers and shapes.
   - Students use concrete objects and technology in art projects (soap or clay sculpture, papier mâché, sugar cubes) to explore and understand the properties of two- and three-dimensional geometric shapes in architecture, geography and art of the target culture(s).
   - Students study geography and other natural sciences and create maps and drawings to demonstrate perspectives and projections.

## Mathematics Content Standard #7

**PROBABILITY AND STATISTICS:** *Students will use basic concepts of probability and statistics to collect, organize, display and analyze data, simulate events and test hypotheses.*

### World Languages Strategies and Activities That Support *Probability and Statistics:*

1. Students use number lines, scales, grids, graphs, tables and charts in the target language.
    - Students create grids, graphs and other visuals to display temperature ranges, areas, location of indigenous groups, rain forest ecology, and the distribution of spoken languages in the target culture(s).
    - Students read simple graphs in the target language to learn about geography, climate, economics and animals.
    - Students identify information concerning time and the duration of events from graphs.
    - Students study population tables, climate and temperature graphs, and other charts which give information about the target culture(s).
    - Students create bar graphs, pictographs, line graphs or circle graphs containing basic information on such topics as clothing, foods, transportation, sports, rainfall.

2. Students read and use tables and charts in situational activities, lesson illustrations and dialogue stimulation in the target language.
    - Students use basic tables and charts to study elements and products of the target culture which include food, currency, transportation schedules, clothing, the environment, houses, the family, numbers and vocabulary.
    - Students learn vocabulary from the various charts and graphs about populations, environment, geography and climate.

3. Students learn vocabulary and expressions in the target language relating to probability and statistics, such as *Ojalá* and *es posible que...*

4. Students study historical events and cultural facts to create graphs, tables and charts in the target language.
    - Students create graphs, tables and charts to illustrate climatic and environmental information in the target culture(s), e.g., rainfall in different French-speaking countries; areas of rain forests in the Western Hemisphere.
    - Students create graphs, tables and charts to illustrate population and linguistic information in the target culture(s), e.g., areas of French-speaking populations in Canadian provinces or in African countries; the location of indigenous groups in Mexico or Ecuador.

5. Students make and support conclusions in the target language about culture and history from information in graphs, tables and charts.

6. Students study durations of events and historical time lines by reading graphs and tables in the target language.

7. Students develop risk-taking, guessing and predicting skills in conversations and in reading based on situational cues in the target language.
    - Students continually re-evaluate language "codes" to clarify meaning, e.g., verb endings to indicate point of view and time, adverbial clues, word modifiers.

8. Students pose questions, make predictions, solve problems and collect, organize and analyze data in the target language.
    - Students constantly activate relevant background knowledge to develop their comprehension, speaking, listening, reading and writing skills.

## Mathematics Content Standard #8

**PATTERNS:** *Students will discover, analyze, describe, extend and create patterns and use patterns to describe mathematical and other real-world phenomena.*

### World Languages Strategies and Activities That Support *Patterns:*

1. Students learn the rules and process of application and extension of patterns in the target language and use the patterns in situational activities and conversations.
    - Students learn and apply language patterns to subject and verb agreement, adjective and noun agreement, and verb conjugations.
    - Students learn and apply the patterns of paradigms to like linguistic sets, e.g., appropriate verb endings on verbs not nouns; appropriate case endings; noun-adjective agreement.
    - Students list multiples of a given number or identify the next term in a sequence.
    - Students study word derivation from Latin and Greek root words by reproducing and extending linguistic patterns.
    - Students in Spanish class focus on prefixes and suffixes and what they communicate (*ante, des, ísima, ito, ista*) and then create their own new words to understand the meanings of prefixes and suffixes.
    - Students rearrange a series of pictures in story activities to form a logical sequence of events or happenings.

## Mathematics Content Standard #9

**ALGEBRA AND FUNCTIONS:** *Students will use algebraic skills and concepts, including functions, to describe real-world phenomena symbolically and graphically, and to model quantitative change.*

### World Languages Strategies and Activities That Support *Algebra and Functions:*

1. Students solve simple algebraic problems in groups or individually using the target language.
    - Students solve simple, one- and two-step mathematical problems to reinforce the building of numeric vocabulary.

2. Students write and solve simple number sentence problems in the target language that describe real-life situations in the target and home cultures.
    - Students use numbers in simple word problems which describe everyday activities such as purchasing, counting, distances and measurements.
    - Students use the currency from the target culture for mathematical calculations and problem-solving activities.

## Mathematics Content Standard #10

**DISCRETE MATHEMATICS:** *Students will use the concepts and processes of discrete mathematics to analyze and model a variety of real-world situations that involve recurring relationships, sequences, networks, combinations and permutations.*

### World Languages Strategies and Activities That Support *Discrete Mathematics:*

1. Students engage in situational conversations and dialogue activities in the target language using real-life experiences to solve problems of length (sizes), distance (geography), time, perimeter (playing field measurements), area (geography), volume (recipes), angle measurement (sports activities), capacity (recipes and cooking), weight (recipes), temperature (climate), and currency.
   - Students list items in a picture and compare and sort them according to need or category to solve problem situations.

2. Students relate to mathematics in topics or themes coming from science, literature, family experiences, travel, history, current events and school activities.

3. Students use sorting skills in the target language and explain their systems of classification.
   - Students sort items in studying colors, foods, animals, geography, clothing, objects.
   - Students sort words and expressions on a vocabulary list or on a particular theme.
   - Students sort people found in the family, the community, in literature, history, the arts, occupations, sports, entertainment.

---

*Connections* is a project being developed by Mary Donna Lyons of Enfield High School, Enfield, CT and Emily S. Peel of Wethersfield High School, Wethersfield, CT. Reprinted with permission.

# APPENDIX B

## Additional Resources

- Selected Bibliography
- Selected World Wide Web Sites
- World Languages Resources: National, Regional and State Organizations

# Selected Bibliography

American Classical League and the American Philological Association Taskforce on Standards. 1997. *Standards for Classical Language Learning*. Oxford, OH: Miami University.

American Council on the Teaching of Foreign Languages. 1986. *ACTFL Proficiency Guidelines*. Yonkers, New York: ACTFL.

Armstrong, Thomas. 1994. *Multiple Intelligences in the Classroom*. Alexandria VA: Association for Supervision and Curriculum Development.

Asher, James J. 1996. *Learning Another Language Through Actions: The Complete Teacher's Guidebook*. 5th ed. Los Gatos, CA: Sky Oaks Productions.

Birchbichler, Diane W., ed. 1990. *New Perspectives and New Directions in Foreign Language Education*. Lincolnwood, IL: National Textbook Company.

Brown, Christine. 1995. "The Case for Foreign Languages. The Glastonbury Language Program." In S. Soper, ed. 1995. *Perspective*. Washington, D.C.: Council for Basic Education 7 (2).

Buck, Byrnes, and Thompson. 1989. *The ACTFL Oral Proficiency Tester Manual*. Hastings-on-Hudson, New York: ACTFL.

Bush, Michael D., ed., and Terry, Robert M., assoc. ed. 1997. *Technology-Enhanced Language Learning*. Lincolnwood, IL: National Textbook Company.

Byrnes, Heidi and Canale, Michael, eds. 1987. *Defining and Developing Proficiency: Guidelines, Implementations and Concepts*. Lincolnwood, IL: National Textbook Company.

Canady, Robert I. and Rettig, Michael D. 1996. *Teaching in the Block*. Princeton, NJ: Eye on Education.

The College Board. 1996. *Articulation & Achievement*. New York: College Entrance Examination Board.

The College Board. 1999. *A Challenge to Change: The Language Learning Continuum*. New York: College Entrance Examination Board.

Connecticut State Board of Education. 1996. "Position Statement on the Education of Students Acquiring English as a Second Language." Hartford, CT.

Curtain, Helena A., and Pesola, Carol A. 1994. 2nd ed. *Languages and Children - Making the Match: Foreign Language Instruction for an Early Start in Grades K-8*. White Plains, New York: The Longman Publishing Group.

Davis, Sally. 1991. *Latin in American Schools*. Atlanta, GA: Scholars Press.

Delaware Department of Public Instruction. 1996. *Foreign Languages Curriculum Framework Content Standards (Draft)*. Dover, DE.

de López, Mary. 1996. ACTFL Professional Issues Report: "Block Scheduling and Second-Language Instruction." In *ACTFL Newsletter*, Volume 8, No. 2.

Donato, Richard and Terry, Robert M., eds. 1995. *Foreign Language Learning: The Journey of a Lifetime*. Lincolnwood, IL: National Textbook Company.

Dvorak, Trisha, ed. 1995. *Voices from the Field: Experiences and Beliefs of Our Constituents*. Lincolnwood, IL: National Textbook Company.

Ervin, Gerard L., ed. 1991. *International Perspectives on Foreign Language Education.* Lincolnwood, IL: National Textbook Company.

Farmington Public Schools. 1996. Farmington Language Proficiency Test. Farmington, CT.

"Fertile Minds." *TIME*, February 3, 1997, 49-56.

Florida Department of State. 1996. *Florida Curriculum Framework: Foreign Languages.* Talahassee, FL.

Friend, Marilyn and Bursuck, William. 1996. *Including Students with Special Needs: A Practical Guide for All Teachers.* Boston: Allyn and Bacon.

Genessee, Fred and Upshur, John A. 1996. *Classroom-Based Evaluation in Second Language Education.* Cambridge: Cambridge University Press.

Goals 2000: Educate America Act, H. R. 1804, Title I: National Education Goals, Sec. 102 (3), 1, March 31, 1994.

Guntermann, Gail, ed. 1993. *Developing Language Teachers for a Changing World.* Lincolnwood, IL: National Textbook Company.

Hadley, Alice Omaggio. 1993. 2nd ed. *Teaching Language in Context.* Boston: Heinle and Heinle.

Hadley, Alice Omaggio, ed. 1993. *Research in Language Learning: Principles, Processes, and Prospects.* Lincolnwood, IL: National Textbook Company.

Hakuta, Kenji. 1986. *Mirror of Language: The Debate on Bilingualism.* New York: Basic Books.

Hancock, Charles, ed. 1994. *Teaching, Testing, and Assessment: Making the Connection.* Lincolnwood, IL: National Textbook Company.

Higgs, Theodore V., ed. 1984. *Teaching for Proficiency: The Organizing Principle.* Lincolnwood, IL: National Textbook Company.

Holobow, N.E., Genesee, F., et al. 1991. "The Effectiveness of a Foreign Language Immersion Program for Children from Different Ethnic and Social Class Backgrounds: Report 2." *Applied Psycholinguistics* 12, no. 2: 179-198.

hooks, bell. 1994. *Teaching to Transgress: Education as the Practice of Freedom.* New York: Routledge Co.

Indiana Department of Education, 1995. *The Indiana Foreign Language Proficiency Guide.* Indianapolis, IN.

James, Charles J., ed. 1985. *Foreign Language Proficiency in the Classroom and Beyond.* Lincolnwood, IL: National Textbook Company.

Jarvis, Gilbert A., ed. 1975. *Perspective: A New Freedom.* Linconlnwood, IL: National Textbook Company.

Lafayette, Robert C., ed. 1996. *National Standards: A Catalyst for Reform.* Lincolnwood, IL: National Textbook Company.

LaFleur, Richard C., ed. 1998. *Latin for the 21st Century: From Concept to Classroom.* Reading, MA: Scott Foresman-Addison Wesley Longman.

LeBovit, Judith B. 1976. *The Teaching of Latin in the Elementary and Secondary School: A Handbook for Educators and Administrators.* Developed under a grant from the National Endowment for the Humanities, Washington, D.C.

Lipton, Gladys C. 1998. *Practical Handbook to Elementary Foreign Language Programs.* 3rd ed. Lincolnwood, IL: National Textbook Company.

Lyons, Mary Donna and Peel, Emily S. *Connections: World Languages and Language Arts; World Languages and Mathematics*. 1999. Unpublished project.

Met, Miriam. 1994. "Foreign Language Instruction in Middle Schools: A New View for the Coming Century," in *Annual Volume of the American Council on the Teaching of Foreign Languages*. Hastings-on-Hudson, NY: American Council on the Teaching of Foreign Languages.

National Standards in Foreign Language Education Project. 1996. *Standards for Foreign Language Learning: Preparing for the 21st Century*. Yonkers, NY.

Nebraska Department of Education. 1996. *Nebraska K-12 Foreign Language Frameworks*. Lincoln, NE.

Phillips, June K., ed. 1997. *Collaborations: Meeting New Goals, New Realities*. Lincolnwood, IL: National Textbook Company.

Pomperaug Regional School District No. 15. 1996. *Performance-Based Learning and Assessment*. Southbury, CT.

Ramler, Siegfried. "Global Education for the 21st Century," in *Education Leadership*, April 1991, 44-46.

Richard, Patricia A. 1996. *Making It Happen: Interaction in the Second Language Classroom: From Theory to Practice*. White Plains, NY: Amato, Longman.

Seely, Contee and Romijn, Elizabeth. 1996. *TPR Is More Than Commands – At All Levels*. Berkeley, CA: Command Performance Language Institute.

Shrum, Judith L. and Glisan, Eileen W. 1994. *Teacher's Handbook: Contextualized Language Instruction*. Boston: Heinle and Heinle.

The University of Kansas Institute for Research in Learning Disabilities. 1990. *The Strategic Instruction Model*. Lawrence, KS.

Wethersfield Public Schools. 1996. "A Report of the Foreign Language Study Committee." Wethersfield, CT.

Wiggins, Grant. "Creating Tests Worth Taking," in *Education Leadership*, April 1992, 49(8), 26-33.

Wiggins, Grant. 1993. *Assessing Student Performance*. San Francisco, CA: Jossey-Bass, Inc.

Wing, Barbara H., ed. 1996. *Foreign Languages for All: Challenges and Choices*. Lincolnwood, IL: National Textbook Company.

# Selected World Wide Web Sites

1. **Connecticut State Department of Education**
   http://www.state.ct.us/sde
   - Includes job opportunities

2. **U.S. Department of Education**
   http://www.ed.gov

3. **Connecticut Council of Language Teachers (CT COLT)**
   http://www.ctcolt.org
   E-mail: ctcolt@ctcolt.org

4. **Linking Schools through Language and Technology**
   http://csde.aces.k12.ct.us/
   - Student/educator projects (US/NIS)
   - Link to Connecticut-Spain Partnership
   - Link to Connecticut-Italy Partnership

5. **American Council on the Teaching of Foreign Languages**
   http://www.ACTFL.org

6. **Association of Departments of Foreign Languages/Modern Language Association**
   http://www.adfl.org
   - Professional concerns of administrators of departments at two- and four-year colleges

7. **International Registry of K-12 Schools on the NET – Web66**
   http://web66.coled.umn.edu/schools.html
   - Listing of schools around the world that are on the Internet
   - Includes 83 countries
   - Categories: Elementary Schools, Secondary Schools, School Districts,Educational Organizations, Post-Secondary Institutions

8. **Spanish (general)**
   http://www.sispain.org

   **Spanish Ministry of Education and Culture**
   http://www.pntic.mec.es/

   **Spanish Embassy Programs in the United States**
   http://www.spainembedu.org

9. **French Ministry of Foreign Affairs**
   http://www. France.Diplomatie.fr/

10. **American Classical League**
    http://www.umich.edu/~acleague/

11. **Italian (general)**
    http://www.italynet.com

    **The Consulate General of Italy in New York**
    http://www.italynet.com/consul/e_scuola.htm

247

12. **German**
Goethe Institute in Boston
http://www.goethe.de/uk/bos

13. **Less Commonly Taught Languages**
University of Minnesota
http://www.ilasll.umn.edu/
    - Institute of Linguistics and Asian and Slavic Languages and Literatures

14. **Programs in International Educational Resources (PIER) Teaching Resource Collection**
http://www.cis.yale.edu/pieris

15. **Center for Applied Linguistics**
http://www.cal.org

**Early Foreign Language Learning**
http://www.cal.org/earlylang/

**ERIC Clearinghouse on Languages and Linguistics**
http://www.cal.org/ericcll

**National Network for Early Language Learning**
http://www.cal.org/cal/html/nnell.htm

16. **Computer-Assisted Language Learning (CALL)**
http://www.tcom.ohiou.edu/OU_Language/
    - Resources for language learners and teachers (language specific)
    - News sources around the world
    - Special projects by language learners and teachers
    - Dictionaries
    - Testing theory and practices
    - Internet resource listings
    - Professional associations
    - Employment resources for language teachers
    - Museums, travel

17. **Altavista Translation Services**
http://babelfish.altavista.digital.com/

18. **Human Languages Pages**
http://www.june29.com/HLP/
    - Job announcements
    - Multilingual resources
    - Books/literature archives
    - Linguistics labs and institutions on the Internet
    - Linguistic resources
    - Commercial resources

19. **Department of Foreign Language and Literature**
Appalachian State University
http://www1.appstate.edu/dept/fll/general_lang_resour.html
    - General language resources

20. **LAB at Brown**
http://www.lab.brown.edu

21. **Yamada Language Center**
    University of Oregon
    http://babel.uoregon.edu/yamada.html
    - Font archives
    - Teaching resources (includes language-specific teaching-resource sites)

22. **Yahoo - Linguistics and Languages**
    http://dir.yahoo.com/Social_Science/Linguistics_and_Human_Languages/
    - Languages (language-specific resources)
    - Journals
    - Institutes
    - Mailing lists on the Internet
    - Translators and interpreters

23. **Teacher's Toolbox**
    http://198.214.252.200/Teacher.html
    - Lesson plans

24. **Disney Family Page (see education and then search "languages")**
    http://family.go.com

25. **Edunet International**
    Language Resource Center
    http://www.edunet.com/langs.html
    - Learn a language
    - Language dictionary

26. **GlobaLearn**
    http://www.GlobaLearn.org/

27. **The Global Schoolhouse —"Linking Kids, Teachers, and Partners Around the World"**
    http://www.gsn.org/

28. **Central Intelligence Agency**
    http://www.odci.gov/cia/publications/pubs.html
    - CIA publications and handbooks, including maps and facts

# World Languages Resources: National, Regional and State Organizations

## World Languages Education Organizations – National

**Advocates for Language Learning (ALL)**
8816 Churchfield Lane
Laurel, MD 20708-2466

**African Language Teachers Association (ALTA)**
Lioba Moshi
Department of Anthropology and Linguistics
Baldwin Hall
University of Georgia
Athens, GA 30602

**American Association of Teachers of Arabic (AATA)**
Dilworth Parkinson
Department of Asian and Near East Languages
4072 JKHB
Brigham Young University
Provo, UT 84602

**American Association of Teachers of French (AATF)**
Fred Jenkins
57 E. Armory Avenue
Champaign, IL 61820

**American Association of Teachers of German**
Helen Zimmer-Loew
112 Haddontowne Court, #104
Cherry Hill, NJ 08034

**American Association of Teachers of Italian (AATI)**
Giuseppe Battista
Foreign Language Department
Islip Arts Building
Suffolk Community College
Selden, NY 11784

**American Association of Teachers of Slavic and East European Languages**
Irene Thompson
Slavic Department
George Washington University
Washington, D.C. 20052

**American Association of Teachers of Spanish and Portuguese (AATSP)**
National Office
Lynn A. Sandstedt, Executive Director
University of Northern Colorado
Greeley, CO 80639

**American Classical League (ACL)**
c/o Glenn Knudsvig
Department of Classical Studies
University of Michigan
1009 Green Street
Ann Arbor, MI 48109

**American Classical League Teaching Materials and Resource Center**
Miami University
Oxford, OH 45056

**American Council on the Teaching of Foreign Languages (ACTFL)**
6 Executive Plaza
Yonkers, NY 10701-6801 (914) 963-8830

**American Council of Teachers of Russian (ACTR)**
1776 Massachusetts Avenue, N.W., Suite 700
Washington, D.C. 20036

**Association for Supervision and Curriculum Development (ASCD)**
125 N. West Street
Alexandria, VA 22314-2798 (703) 549-9110

**American Forum for Global Education**
45 John Street, Suite 1200
New York, NY 10038 (212) 0732-8606

**Center for Applied Linguistics (CAL)**
4646 40th Street NW
Washington, D.C. 20016-1859 (202) 362-0700

**Chinese Language Association of Secondary-Elementary Schools (CLASS)**
c/o East Asian Studies Department
211 Jones Hall
Princeton University
Princeton, NJ 08544

**Chinese Language Teachers Association**
Madeline Chu
Kalamazoo College
1200 Academy Street
Kalamazoo, MI 49006

**Council on Standards for International Education Travel**
1906 Association Drive
Reston, VA 22091 (703) 860-5317

**International Society for Intercultural Education, Training and Research (SIETAR)**
733 15th St., NW, Suite 900
Washington, D.C. 20005

**Japan Foundation Language Center**
2425 W. Olympic Blvd., Suite 650 E
Santa Monica, CA 90404

**Modern Language Association (also Association of Departments of Foreign Languages)**
10 Astor Place
New York, NY 10003 (212) 614-6320

**National Council of Secondary Teachers of Japanese**
Norman Masuda
1854 Anthony Court
Mountain View, CA 94040

**National Network for Early Language Learning (NNELL)**
4646 40th Street, NW
Washington, DC 20016-1859 (202) 362-0700

**Stanford Program on International/Cross Cultural Education (SPICE)**
Littlefield Center, Room 14
Stanford, CA 94305-5013 (curriculum materials)

## World Languages Education Organizations – Regional

**Northeast Conference on the Teaching of Foreign Languages (NEC)**
Dickinson College
P.O. Box 1733
Carlisle, PA 17013-2896 (717) 245-1977

**Northeast and Islands Regional Educational Laboratory**
Brown University
222 Richmond Street, Suite 300
Providence, RI 02903-4226 800-521-9550

## World Languages Education Resources – State

**Connecticut State Department of Education**
World Languages Consultant
P.O. Box 2219
Hartford, CT 06145-2219 (860) 566-3873

*Connecticut Council of Language Teachers, Inc. (CT COLT)
http://www.ctcolt.org E-mail: ctcolt@ctcolt.org

*American Association of Teachers of French (AATF) Connecticut Chapter

*American Association of Teachers of German (AATG) Connecticut Chapter

*American Association of Teachers of Spanish and Portuguese (AATSP) Connecticut Chapter

*American Council of Teachers of Russian (ACTR) Connecticut Chapter

*Classical Association of Connecticut (CAC)

*Connecticut Association for Bilingual/Bicultural Education (CABBE)

*Connecticut Italian Teachers Association (CITA)

*Foreign Language Academic Alliances in Connecticut

*Teachers of English to Speakers of Other Languages (TESOL) Connecticut Chapter

**Foreign Language Alliance of Eastern Connecticut**
Department of Modern and Classical Language Studies
Eastern Connecticut State University
89 Windham Street
Willimantic, CT 06226-2295 (860) 465-5000

**Greater Hartford Foreign Language Academic Alliance**
c/o Emily S. Peel
Wethersfield High School
411 Wolcott Hill Road
Wethersfield, CT 06109 (860) 571-8200

*No executive office is maintained. For current address, contact:

**Connecticut State Department of Education**
World Languages Consultant
P.O. Box 2219
Hartford, CT 06145-2219 (860) 566-3873

# APPENDIX C

## Selected Connecticut Data

- World Language Trends in Connecticut
- Connecticut Education Reference Groups (ERGs) Districts Starting Ongoing and Systematic World Language Programs (K-8)
- The Towns of Connecticut: World Languages Instruction in the Early Grades

# World Language Trends In Connecticut

## Elementary School

In 1993, only about 30 districts offered ongoing and systematic programs of instruction in world languages before Grade 7, six of which started before Grade 4; in 1995, 60 districts offered a program before Grade 7, with nine districts starting before Grade 4; in 1997 there were 70 programs before Grade 7, including 21 starting before Grade 4.

## High School

Between 1991 and 1997, there was a 15.9 percent increase in world language enrollment in Connecticut public high schools; this outpaced the general increase in high school enrollment by 4.3 percent. Most of the increase was accounted for by a 31.1 percent increase in high school Spanish enrollment.

### Enrollment in High School by Language

| Language | 1991 | 1993 | 1995 | 1997 |
|---|---|---|---|---|
| Spanish | 37,963 | 43,044 | 47,043 | 49,770 |
| French | 17,281 | 16,653 | 15,677 | 15,581 |
| Latin | 4,764 | 4,676 | 4,926 | 5,517 |
| Italian | 2,898 | 3,119 | 2,482 | 2,932 |
| German | 1,290 | 1,371 | 1,085 | 1,296 |
| Russian | 318 | 242 | 231 | 166 |
| Portuguese | 193 | 202 | 188 | 25 |
| Chinese | 72 | 37 | 21 | 18 |
| Japanese | 67 | 49 | 47 | 112 |
| Polish | 36 | 86 | 76 | 75 |
| Other | 370 | 53 | 226 | 141 |
| **Total** | 65,252 | 69,532 | 72,002 | 75,633 |

# Connecticut Education Reference Groups (ERGs)[1]

## Districts Starting Ongoing and Systematic World Language Programs (K-8)

**NOTE:** The data used in this ERG summary chart are based on Connecticut Strategic School Profile Data for 1997-98 and information reported to the Connecticut Department of Education. The chart was revised May 15, 1998. The number in parentheses after the district name indicates the grade in which the world language program begins.

### ERG - A

Avon (7)
Darien (6)
Easton (7)
New Canaan (6)
Redding (6)
Ridgefield (6)
Simsbury (4)
Weston (3)
Westport (5)
Wilton (6)
Woodbridge (2)
Region 9 (9-12)

### ERG - B

Bethel (7)
Brookfield (7)
Cheshire (8)
Fairfield (4)
Farmington (5)
Glastonbury (K* / 1)
Granby (7)
Greenwich (6)
Guilford (7)
Madison (6)
Marlborough (4)
Monroe (8)
N. Fairfield (6)
Newtown (P)
Orange (1)
S. Windsor (7)
Trumbull (6)
W. Hartford (6)
Region 5 (7)

### ERG - C

Andover (3)
Barkhamsted (P)
Bethany (4)
Bolton (2)
Bozrah (N.O.)
Canton (7)
Cornwall (7)
Deep River (N.O.)
East Granby (4)
Ellington (7)
Essex (see Reg. 4)
Hebron (4)
Ledyard (7)
Litchfield (6)
Mansfield (2)
New Hartford (5)
Oxford (7)
Pomfret (5)
Preston (7)
Salem (6)
Salisbury (8)
Sherman (6)
Somers (6)
Suffield (2)
Westbrook (3)
Willington (6)
Woodstock (7)
Region 4 (8)
Region 6 (7)
Region 7 (7)
Region 8 (7)
Region 10 (4)
Region 13 (7)
Region 14 (7)
Region 15 (7)
Region 17 (3)
Region 18 (7)
Region 19 (9-12)

**KEY:**

| | |
|---|---|
| **P** | Proposal for Elementary School World Languages Program is under consideration |
| **N.O.** | Not offered prior to Grade 9 |
| * | One district school, usually a magnet school, has this beginning grade; other schools are as noted. |
| + | Different elementary schools begin world languages at different grade levels (4 - 7). |

---

[1] Education Reference Groups (ERGs) is a classification system in which districts that have public school students with similar socioeconomic status and need are grouped together. The 1996 ERG classifications above represent seven variables (income, education, occupation, poverty, family structure, home language and district enrollment), all based on families with children attending public school. Source: Connecticut State Department of Education Division of Teaching and Learning *Research Bulletin*, November 1996, No. 1.

## ERG - D

Berlin (7)
Branford (7)
Clinton (7)
Colchester (7)
Columbia (K)
East Hampton (7)
East Lyme (6)
Hamden (7)
Newington (6)
New Milford (P)
North Branford (7)
North Haven (6)
Old Saybrook (6)
Rocky Hill (7)
Shelton (8)
Southington (7)
Tolland (7)
Watertown (7)
Wethersfield (7)
Windsor (6)
Region 12 (K)

## ERG - E

Ashford (7)
Brooklyn (5)
Canaan (7)
Canterbury (7)
Chester (N.O.)
Colebrook (Reg. 7)
Coventry (7)
Cromwell (7)
Eastford (N.O.)
East Haddam (8)
Franklin (6)
Hampton (Reg. 11)
Hartland (N.O.)
Kent (2)
Lebanon (8)
Lisbon (6)
Norfolk (K)
N. Stonington (N.O.)
Portland (6)
Scotland (Reg. 11)
Sharon (2)
Union (N.O.)
Region 1 (9-12)
Region 11 (7)
Region 16 (7)
Woodstock Academy (9-12)

## ERG - F

Bloomfield (7)
Enfield (7)
Groton (6)
Manchester (2* / 8)
Milford (6)
Montville (6)
Naugatuck (6)
Seymour (7)
Stonington (5)
Stratford (7)
Torrington (7)
Vernon (7)
Wallingford (6)
Waterford (K)
Windsor Locks (K)
Wolcott (7)

## ERG - G

Chaplin (Reg. 11)
East Haven (6)
East Windsor (7)
Griswold (7)
North Canaan (6)
Plainfield (6)
Plainville (8)
Plymouth (N.O.)
Sprague (5)
Stafford (N.O.)
Sterling (N.O.)
Thomaston (N.O.)
Thompson (N.O.)
Voluntown (N.O.)
Winchester (N.O.)
Gilbert Academy (9-12)

## ERG - H

Ansonia (N.O.)
Bristol (8)
Danbury (7)
Derby (8)
East Hartford (K* / 7)
Killingly (6)
Meriden (N.O.)
Middletown (7)
Norwalk (6)
Norwich (7)
Putnam (7)
Stamford (6)
West Haven (8)
Norwich Free Academy (9-12)

## ERG - I

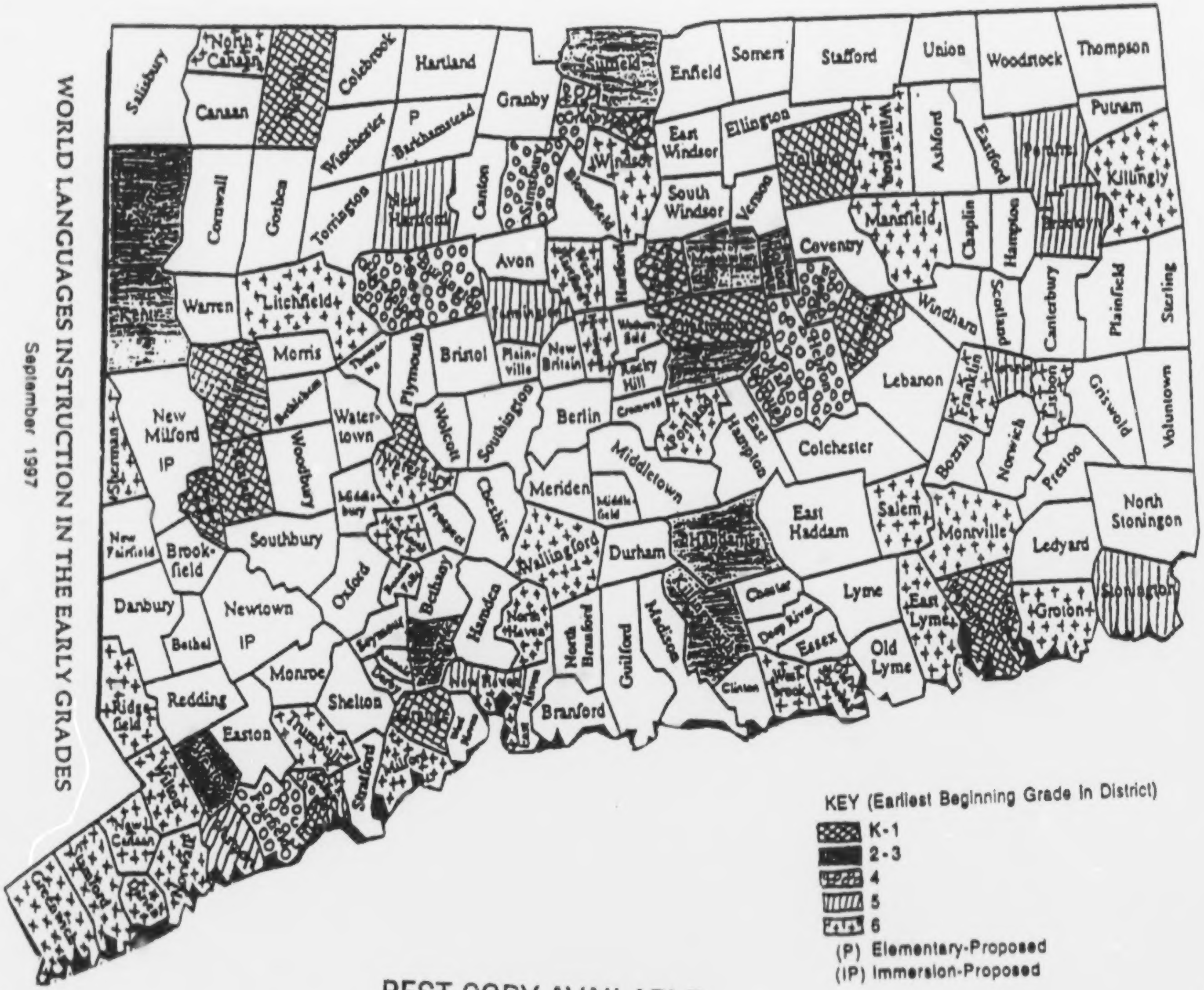
Bridgeport (K* / +)
Hartford (N.O.)
New Britain (N.O.)
New Haven (+)
New London (K* / 8)
Waterbury (K* / 6)
Windham (K* / N.O.)

Charter Schools: Jumoke Academy, Hartford (K); Village Academy, New Haven (6)

**KEY:**

| | |
|---|---|
| **P** | Proposal for Elementary School World Languages Program is under consideration |
| **N.O.** | Not offered prior to Grade 9 |
| * | One district school, usually a magnet school, has this beginning grade; other schools are as noted. |
| + | Different elementary schools begin world languages at different grade levels (4 - 7). |

# The Towns Of Connecticut


Salisbury
North Canaan
Colebrook
Hartland
Granby
Suffield
Enfield
Somers
Stafford
Union
Woodstock
Thompson
Canaan
Winchester
P Barkhamsted
East Windsor
Ellington
Tolland
Willington
Ashford
Eastford
Pomfret
Putnam
Killingly
Cornwall
Goshen
Torrington
New Hartford
Canton
Simsbury
Bloomfield
Windsor
South Windsor
Vernon
Mansfield
Chaplin
Hampton
Brooklyn
Kent
Warren
Litchfield
Avon
Farmington
Coventry
Windham
Scotland
Canterbury
Plainfield
Sterling
Morris
Bethlehem
Thomaston
Plymouth
Bristol
Plainville
New Britain
Wethersfield
Rocky Hill
Lebanon
Franklin
Lisbon
Griswold
Voluntown
New Milford IP
Washington
Woodbury
Watertown
Wolcott
Southington
Berlin
Cromwell
Portland
East Hampton
Colchester
Bozrah
Norwich
Preston
Sherman
Middlebury
Waterbury
Cheshire
Meriden
Middlefield
Middletown
East Haddam
Salem
Montville
Ledyard
North Stonington
New Fairfield
Brookfield
Southbury
Prospect
Wallingford
Durham
Haddam
Chester
Deep River
Essex
Lyme
East Lyme
Groton
Stonington
Danbury
Newtown IP
Oxford
Beacon Falls
Bethany
Hamden
North Haven
North Branford
Guilford
Madison
Killingworth
Old Lyme
Bethel
Monroe
Seymour
Derby
Ansonia
Woodbridge
New Haven
East Haven
Branford
Clinton
Westbrook
Old Saybrook
Ridgefield
Redding
Shelton
Easton
Trumbull
Orange
West Haven
Milford
Stratford
Wilton
Weston
Fairfield
Westport
New Canaan
Darien
Norwalk
Stamford
Greenwich

KEY (Earliest Beginning Grade In District)

- ▩ K-1
- ■ 2-3
- ▨ 4
- ▥ 5
- ✚ 6
- (P) Elementary-Proposed
- (IP) Immersion-Proposed

WORLD LANGUAGES INSTRUCTION IN THE EARLY GRADES

September 1997

BEST COPY AVAILABLE

# APPENDIX D

## Frequently Asked Questions

# Frequently Asked Questions

1) **Why should Connecticut students study a world language?**

a) Research indicates that citizens with knowledge of more than one language and culture enrich both their communities and themselves.[1]

b) Students who are able to function in more than one language and culture provide a basis for leadership in the state as well as in the international marketplace.

c) Students with an understanding of diverse cultures develop an acceptance of differences, which is essential in a democratic society.

d) New technologies are expanding the global community in which all Connecticut students will someday operate.

2) **Why study another world language at an early age?**

a) Research and experience demonstrate that younger children are decidedly better equipped to acquire a world language than older children. Also, learning to speak, read, write and function in another language takes a long time.

b) Early introduction to a second language offers students a wider variety of language contexts. These contexts will foster language proficiency, help to develop insights into the nature of languages and create an understanding of other disciplines via the world language. They will produce cultural awareness and knowledge about multilingual communities. Effective world languages instruction at an early age can take advantage of a "window of opportunity": it can use psychological and physiological abilities of the young child which later no longer exist. The early development of cognition and tolerance of that which is "other" is the best guarantee for a functional, generous and tolerant local and global community.

3) **How were the major goal areas of language study selected and how are they prioritized?**

Traditionally, world languages learning stressed mainly linguistic acquisition. While the communication goal is still extremely important, students in the 21st century should use their knowledge of world languages in ways that exceed that goal. The national standards task force identified five goal areas that encompass all of the reasons to study a foreign language and called them the *five C's of foreign language education*: Communication, Cultures, Connections, Comparisons and Communities. They are not hierarchically arranged; instead, they are inextricably interwoven. The reasons for world languages learning have become broader based, and the goals attempt to respond to more practical needs of a larger community and the future.

4) **Why are the standards clustered by grade levels (K-4, 5-8, 9-12) and not by proficiency level (beginner, intermediate, advanced)?**

The state world languages standards are grouped K-4, 5-8 and 9-12 to be aligned with the content standards for the other subject areas in *The Connecticut Framework: K-12 Curricular Goals and Standards*. This grouping also (1) matches a common school or grades configuration and (2) encompasses the grade-level language instruction seen as most beneficial for Connecticut's students, i.e., to achieve proficiency, beginning in kindergarten and continuing through Grade 12 and, ideally, beyond.

---

[1] See "The Case for Multilingual Citizens in the 21st Century" by Jeffrey J. Hunks, in *Northeast Conference Reports Foreign Languages for All: Challenge and Choice*. Barbara H. Wing, ed., National Textbook Company, 1996, 1-18.

5) **How will a district whose program starts in middle school or high school use these standards?**

A district whose program does not begin in kindergarten will have to design its curriculum for its designated entry point using the content and performance standards listed for the earliest grade levels (K-4), which are the "beginner" levels. Of course, activities will have to be modified to be age appropriate. How far along the continuum of content and performance standards students will get will depend on the number of years of study available to them, as well as other factors. However, it is important to keep in mind that a shorter length of study, such as 7-12 or 9-12, will preclude the achievement of the more advanced performance standards described in this guide.

6) **Why do the standards specify that world languages are for *all* students?**

Every child can benefit from learning a second language, regardless of socioeconomic status or educational plans; it can be argued that non- college-bound students stand to gain as much as others from instruction in a language other than English.[2]

Skills and insight that may result from studying a world language will be needed by all students, who must be prepared to live and work in a world that demands international and cross-cultural interaction.

7) **How do we create transitions and different entry levels with a standards-based program?**

Students in a standards-based program will be assessed according to the standards associated with specific levels, through a variety of measures including proficiency testing, class performance and ongoing teacher evaluations. Ideally, placement is individualized according to student proficiency and motivation, availability of programs and other logistical factors. Flexibility is key.

8) **How will teachers learn to reflect the standards in their teaching?**

Teachers will be provided with opportunities to revitalize and expand their expertise through professional development activities. Many workshops and seminars have already taken place around the country to acquaint teachers with the national standards. State and local professional organizations as well as local school districts will be crafting professional development activities needed to translate national and state standards into curriculum and classroom practices that facilitate student success.

9) **What is the role of grammar?**

Language is communication. Consequently, students must be given ample opportunities to explore, develop and use communication strategies, learning strategies and critical thinking skills, as well as the appropriate elements of the language system.

Traditionally, in a grammar-driven language course, what a student ***knew about*** the language was the primary focus. Now, in a proficiency-driven communicative program, what a student can ***do*** with the language is the primary focus. Thus, the role of grammar is to serve its sole purpose: to order and structure communication so that it is easily understood.

10) **What is the relationship of state standards to local districts?**

State standards are intended to serve as a gauge for excellence as local districts plan and implement curriculum in the schools. The state standards are voluntary and do not usurp the role of the local districts. The state standards and framework do not constitute curriculum and do not serve as substitutes for local frameworks and curriculum.

---

[2] See pages 2 and 3 in Chapter 1 and pages 166 and 167 in Chapter 5, "The New World Languages Learner."

The usefulness of the standards lies in their definition of the field and their reflection of the profession. The state standards set forth for local districts the possible levels of achievement and benefits for students who engage in an extended sequence of language study.

11) **Are the state standards mandatory?**

No. These voluntary standards should serve as a model to local policy makers, program planners and curriculum developers as they consider their own programs and the role of world languages in their schools. Regardless of changing fiscal or political circumstances, the standards will have an impact on classrooms as teachers modify their instruction to help students make progress toward achieving the five C's of world language education: Communication, Cultures, Connections, Comparisons and Communities. The Connecticut State Department of Education endorses the standards set forth as desirable, but not mandatory, for local districts.

12) **What languages should be offered at the local level, especially in an elementary program?**

Each district must carefully assess the cultural and linguistic needs of its own population as well as the resources available for implementing a long-term language program. In the process of developing local standards, the first step is the drafting of a vision statement that reflects local goals.

The most frequently offered world languages in Connecticut are (in order) Spanish, French, Latin, German and Italian. As indicated by the wide variety of language activities in Chapter 2, there are also programs in Japanese, Polish, Russian, Chinese and Portuguese. Programs in other languages such as Arabic and Korean should also be considered.

13) **Why are there two separate standards on culture? Are these redundant?**

Although the term "culture" is used in both content standards 2.4 and 4.8, the perspectives are slightly different. Content standard 2.4 states that students will "demonstrate an understanding of . . . the cultures studied." Standard 4.8, on the other hand, takes this understanding one step further and asks students to make "comparisons of the cultures studied and their own."

14) **What happens if students don't achieve these performance standards at the designated level?**

As stated in Chapter 1, the standards "are not intended to be prescriptive, but rather to illustrate, suggest and stimulate creative teaching and learning." Clearly, student performance depends on many factors besides grade level, including years of language study, hours per week of exposure and related language experience such as travel and home environment.

World language programs are specifically designed to accommodate multiple entry points for students. At each grade level there are always beginners as well as those who are more proficient.

15) **Some languages are more difficult for native speakers of English. How can students be expected to achieve high standards in these languages?**

This guide provides an overall vision for all languages. It is not intended to meet the curricular demands of every world language, particularly those with other alphabets or writing systems. Local districts will design their own curriculum, choosing the appropriate performance standards for each language and its sequence of courses.

16) **If a district begins an elementary language program, will language enrollments at the high school drop?**

Districts that have had an elementary language program for many years report that they have experienced no significant decline in language enrollments at the high school level. For example, 1996-97 elective world languages enrollments at the secondary level in Glastonbury, which began a world language for all students in Grade 3, were as follows: Grade 7, 95 percent; Grade 8, 90 percent, and Grades 9-12, 84 percent.[3]

17) **Given what needs to be included each day in elementary school classes, how can time be found to add world language instruction?**

The new approach to world language instruction is content-related; that is, curriculum that students are already studying at their grade level serves as the basis for instruction in the world language to reinforce or enhance what the students already know, e.g., children in Grade 1 learn about community helpers in English and in the world language.

18) **The content and performance standards do not stress the development of listening, reading or writing skills or learning strategies. Why?**

The content and performance standards point out what students should know and be able to do in the target language, and they do include the use of the five language skills: listening, speaking, reading, writing and cultural awareness. They are not, however, a curriculum, and teachers must add the essential skills, knowledge and instructional strategies necessary to enable students to achieve the standards, along with the assessment component and the resources required.

---

[3] See Appendix F, "A Case for Foreign Languages: The Glastonbury Language Program," by Christine Brown, director of foreign language, Glastonbury Public Schools.

# APPENDIX E

## Glossary

# Glossary

| | |
|---|---|
| **ACTFL** | American Council on the Teaching of Foreign Languages |
| **AP** | Advanced Placement (Course and Examination) |
| **articulation** | **Horizontal**: Method of organizing the curriculum across a specific level of instruction (multiple sections)<br>**Vertical:** Method of organizing the curriculum from beginning to advanced levels of instruction (multiple grades) |
| **assessment** | an evaluation, through specific measures, of the extent to which learning and proficiency have occurred |
| **authentic materials** | documents or other "products," e.g., audio- and videotapes, prepared by and for native speakers of the target language |
| **bilingualism** | ability to speak two languages equally well |
| **block scheduling** | a schedule that extends the length of classroom instruction during the school day for specific intervals during the school year, e.g., a full course may be 90 minutes daily for one semester or 75 minutes every other day all year |
| **CAEP** | Connecticut Assessment of Educational Progress |
| **CAPT** | Connecticut Academic Performance Test |
| **circumlocute** | express meaning when the specific words are not known by the use of related, similar or different words or by words that describe the meaning to be communicated, e.g., "something that opens or closes water in the bathroom or kitchen" (a faucet) |
| **CMT** | Connecticut Mastery Test |
| **competencies** | specialized abilities developed over time |
| **content standard** | what students should know and be able to do |
| **context(s)** | spoken, written or nonverbal behavior occurring in a situation which gives a word, phrase or gesture a particular meaning as intended or interpreted according to cultural practices and perspectives |
| **CT COLT** | Connecticut Council of Language Teachers |
| **curriculum** | the courses of study offered by a school |
| **domain** | a content area of instruction |
| **dual language program** | content and instruction in two languages given to the same students with the goal of developing bilingualism, e.g., one day English and the next day language x; or a.m. English and p.m. language x |
| **ESL** | English as a Second Language |

| | |
|---|---|
| **FLES** | Foreign Language in the Elementary School (traditional meaning); Foreign Language Extended Sequence (alternate meaning) |
| **FLEX** | Foreign Language Exploratory (frequent, regular sessions over a short period of time or short and/or infrequent sessions over an extended period of time in one or more than one world language, e.g., in sequential blocks of time: six weeks of French, six weeks of Spanish, six weeks of Latin or German or once a week in the same language all year)[1] |
| **grammar-based instruction** | a method of instruction that focuses on developing accuracy of linguistic structures and vocabulary with little opportunity for students to use the language spontaneously and creatively |
| **heritage language** | native language of emerging English speakers |
| **illustrative learning activities** | sample activities to show how students may develop the understandings and abilities specified |
| **immersion program** | all content taught in the second language (L2) without using English |
| **L1** | first or native language |
| **L2 - L3 ...** | second, third, etc., or non-native language(s) |
| **learning styles** | preferred modes of learning: auditory, visual, kinesthetic, etc. |
| **levels/stages** | sequential expectations of performance in a world language; levels are based on contact hours and stages are based on proficiency |
| **natural approach** | instructional approach in L2 that parallels L1 language acquisition |
| **OPI** | Oral Proficiency Interview (developed by ACTFL) |
| **performance standard** | a specific measure that defines how adept or competent student performance must be to signal attainment of a content standard |
| **products (cultural)** | "tangible" products of a culture include toys, dress, dwellings – anything concrete |
| | "expressive" products of a culture include songs and music, literature, artwork, film, traditions and educational, social, economic, legal and political institutions |
| **proficiency** | ability to communicate successfully |
| **SAT** | Scholastic Assessment Test |
| **sequential** | that which proceeds in order from simple to complex |
| **standards** | acknowledged measures of achievement, as in the *Standards for Foreign Language Learning* |
| **target culture** | culture(s) of the world language being learned |
| **target language** | the world language being learned |

---

[1] See Appendix A, *Early Foreign Language Program Goals*, by Nancy Rhodes and adapted and revised by Pesola and Curtain, 1993.

| | |
|---|---|
| **TESOL** | Teaching of English to Speakers of OtherLanguages |
| **TPR** | Total Physical Response: "a speech act – plus – movement"[2] approach based on James J. Asher's work[3] in which children learn language and vocabulary via movement, which also results in reduced anxiety |
| **world languages** | languages that are spoken all over the world, as well as ancient and classical languages; formerly called "foreign languages"; see Chapter 1, "Definition of Content Domain: Rationale," for further clarification of name change due to the interpretation or perception of "foreign" as meaning "other" or "strange" |

---

[2] Contee, Seely and Romijn, Elizabeth. 1996. *TPR Is More Than Commands — At All Levels*. Command Performance Language Institute, Berkeley, California, 1, 4.

[3] See Appendix B, Selected Bibliography, for a work by James L. Asher.

# APPENDIX F

## "A Case for Foreign Languages: The Glastonbury Language Program"

---

Brown, Christine. 1995. "The Case for Foreign Languages. The Glastonbury Language Program." *Learning Languages: The Journal of the National Network for Early Language Learning*, 2, 2, 1997, (3-8), as excerpted from S. Soper, ed. 1995. *Perspective*. Washington, D.C.: Council for Basic Education 7 (2). Reprinted with permission from both sources.

# "A Case For Foreign Languages The Glastonbury Language Program"

**By Christine Brown**
**Director of Foreign Languages**
**Glastonbury Public Schools**
**Glastonbury, Connecticut**

Since the 1950s in Glastonbury, Connecticut, all students have studied at least one foreign language beginning in elementary school. Although there have been many national revolutions within language pedagogy since this program was established, the course offerings in Glastonbury are nearly the same ones that were in place in 1957, when the program began.

All second, third, fourth, and fifth grade students study Spanish, and in grade six, they can add the study of French. In grade seven, students may add the study of Russian and in grade nine, the study of Latin. Recently instituted is the opportunity to begin Japanese in kindergarten at a magnet school operated with East Hartford, Connecticut. At Glastonbury High School, Japanese is also offered through two-way interactive television with area high schools and Manchester Community-Technical College.

Over the last 40 years, the students who graduated from Glastonbury High School have gone on to prominent positions in society. Many report that the special opportunity they had in the Glastonbury public school system afforded them entree to a knowledge about other people, as well as interesting vocations and avocations that they otherwise would not have had the opportunity to select. Former graduates work in every sector of business and industry. Some have been drawn to the diplomatic and intelligence communities, and still others have served in the Armed Services. In the last 10 years, students of Russian have had a unique opportunity to use their skills in many joint ventures in the former Soviet Union and Eastern Europe.

How is it that this community has sustained and grown an excellent foreign language program since 1957? In many ways, Glastonbury is an average community. Its population is just under 28,000, its income level is middle class, average class size is 21, and average per-pupil expenditure is $6,423. Only 1% of its students is identified as "gifted and talented." The following report, adapted and reprinted with permission from the Council for Basic Education (Brown, 1995), explores the answer to this question.

## Why a Long Sequence of Study?

What are the *essential elements* that the public must perceive in order for them to support a language program over such a long period of time? Conversations with townspeople and qualitative research with students and graduates indicate that the single greatest ingredient for maintaining the supportive attitude about the language program is that students who graduate from the program are able to use their language knowledge in later life. Success breeds success. The momentum to maintain the language program and expand it has come from a community whose children and grandchildren have returned to Glastonbury, talking about the tremendous preparation they had in the program to think, read, write, and speak in another language.

Why is it that Glastonbury students can speak and use a language while students from some other school districts find that they really can't? It isn't as simple as the airline magazines would have one believe. Just by playing a tape recorder under the bed at night, one is not going to miraculously absorb Serbo-Croatian or even French. The United States Foreign Service and Department of State have 25 years of research on the length of time it takes Americans to become proficient in another language. The ability to function beyond the tourist level in a language–to be able to communicate with a business partner or to negotiate a contract–takes thousands of hours of contact in French or Spanish and four to five times that much time in Russian, Mandarin, Japanese, or Arabic. It is no wonder that the average high school students who have had only about 200 contact hours (usually in a European language) can't say much by the time they graduate from high school.

Students graduating from schools where they *do* have the opportunity to study a language over a long period of time recognize that their skills have gotten better and better as they have studied the language. Although they might reflect on their elementary experience as being simplistic, they can say with some certainty that without that experience, they would have had no foundation upon which to build in junior and senior high school. When Glastonbury students go on to college, many place into third year courses and some place out of the undergraduate language sequence altogether. These are not all academically remarkable students. These are students who have had the opportunity to cultivate and nurture their language skills in a sequential fashion beginning in primary school.

> *"Studying Russian in grammar school was more than just another class for me. Literally my entire life has been shaped by that study. To highlight a few of the direct results: I spent a month in Ukraine, USSR, where I made friends with whom I still keep in touch. Four years later, I became interested in Georgetown University because of their Russian program and was accepted because of the experience I had already acquired in the language. I have spent the last nine months studying in Russia and have an internship at TIME maga-zine in Moscow."*
>
> **Erin Doyle**
> **Graduate of Glastonbury High School**

## Obstacles

If this approach to language learning has worked so well in Glastonbury, why aren't other districts doing the same? Some districts and some states are working to expand programs into the early grades. However, interviews with language supervisors, principals, and school superintendents seem to indicate that there are major obstacles: in particular, staffing, teacher training, and articulation–sequential planning from level to level. When the middle school or the high school teachers are not trained properly to receive elementary youngsters with a strong foreign language base, these students are thrust into classrooms where the teachers cannot build upon their students' knowledge, resulting in frustration and failure on both sides.

Also, some elementary students go into middle school and high school programs where they are in classes with beginning language students. Teachers teach to the beginning level and the students who have developed a strong language base in the elementary and middle grades are left to sit and become turned off.

## Essential Elements for Success

In many school districts, curriculum supervisors, especially for foreign languages, do not exist. Language study, rare in the elementary grades, does not get the attention that it needs from elementary school principals, most of whom have never studied a foreign language. For the last 40 years the Glastonbury program had the unique and consistent oversight of a foreign language curriculum director from the elementary grades to grade twelve.

In an effort to be more interdisciplinary and to encourage more site-based management, the curriculum director has formed partnerships with the administrators in the district's schools. This results in the oversight of the language program being carried out by a team. The language program director and the elementary principal hire, supervise, and evaluate teachers. This partnership has resulted in a stronger language program at the elementary level, because the curriculum director has a thorough understanding of how to hire and supervise language teachers and the elementary principals have a greater knowledge of the needs of each school.

Another important element of the Glastonbury elementary and middle school program is that the language teachers in the elementary grades are solicited on the basis of both their language competence *and* their understanding of the broader curriculum at the elementary levels. Elementary teachers in Glastonbury are a combination of elementary classroom teacher and foreign language teacher. Because they feel comfortable in the elementary school environment, they form good relationships with the other classroom teachers and serve as general resources to the broader elementary school curriculum, especially in social studies. Glastonbury's elementary language teachers teach an average of 10 classes a day in the elementary grades. They are usually assigned to only one school, so they become part of the total school staff, as opposed to just being itinerant teachers who don't have a chance to build relationships or rapport in the school.

Another pillar of the Glastonbury curriculum has been coordination of the program in grades two through twelve. Language teachers from all grade levels meet monthly to discuss district-wide events and priorities. The curriculum is reviewed with cross representation from all levels of language instruction that includes community members, classroom teachers, and administrators from other disciplines. All textbook selection and curriculum design is undertaken by teachers representing elementary, middle, and high school. Most recently, in an effort to ensure that the curriculum is being implemented along national, state, and local curriculum guidelines, the teachers have been writing collaborative departmental examinations for grades five through twelve.

In 1996 the teachers created a common scoring mechanism for grading student examinations. In these exams, students listened to native speakers in real life situations, read articles from authentic sources, and wrote a response to a real life event or activity. The teacher conducted speaking interviews with students at all levels.

Also, teachers exchanged students and tapes in order to assess speaking skills and to ensure a common grading standard. Prior to and following testing, teachers met to make sure the test represented appropriate skill levels and that themes used at one level were not repeated at another.

This type of planning ensures that students will move from level to level and build on skills rather than just repeat low level skills at every stage of instruction. The testing will also provide the students with a match between what the curriculum promised and what they actually learned.

All curriculum documents developed for each grade level are shared at parent open houses and with students at the beginning of every school year. Teachers explain to students that the skills they will be learning and the topics that will be addressed are not necessarily the same skills and topics reflected in their textbook–the textbook is only one tool to meet the system-wide goals. If students move into the more advanced levels of language, no single textbook can provide them with all they need to become more proficient speakers of the language.

By sharing the curriculum and testing at the end of every level with the students, parents, and all the teachers, it is hoped that the program will be well-articulated and that students can see their own progress. To help students see the great progress they have made from the elementary school through the high school, portfolio assessment, which includes long-term documentation of student work through projects, videos, audio tapes, and writing samples, is being developed. In the near future, student samples may be kept in an electronic portfolio, and students will be able to present these portfolios for placement at the college and university level in addition to–or in place of–taking the college placement test. College placement tests are generally not based upon what students know and are able to do in schools; they are devised by college level professors with very little experience at the K-12 level. It is hoped that, by presenting these professors with a K-12 portfolio, the college level language sequences will be designed to further students' mastery of a language and not drearily repeat low level material that they have already mastered.

In addition to a communication-oriented curriculum, Glastonbury students have the opportunity to participate in a number of challenging exchange programs. Through the United States Information Agency and the State of Connecticut, Russian language students annually travel to Russia for a three-week stay at a sister school. In 1995 three teachers from other disciplines – history, English and the school media specialist – accompanied the Russian language teacher on the exchange program to St. Petersburg. Through these collaborative endeavors, students are able to benefit from the expertise of teachers outside the language department and the language teachers are appreciated for the depth and breadth of their knowledge.

## Interdisciplinary Focus

In Glastonbury, the study of language and culture is not confined to the language program. Recently, the foreign language curriculum director served on the review committee of the K-12 social studies curriculum; in turn, the social studies curriculum director served on the review committee of the language program. As a result, the foreign language curriculum topics are organized so that they parallel topics being presented in social studies.

In the elementary grades, the new history-social studies framework emphasizes particular world areas at different grade levels. The elementary school Spanish teachers correlate the thematic topics they present with the topics presented in social studies at approximately the same time of year. Second graders, for example, study Mexico in their social studies curriculum and the Spanish teachers focuses on the country of Mexico for the entire second grade, In grade six, when world geography becomes the primary focus of the social studies curriculum, students in French and Spanish look at the entire world, with special emphasis on areas where the languages are spoken. In grade seven, students in French, Spanish, and Russian study the role of their respective countries in coordination with the time period being studied in world history.

The same happens in the study of U.S. history: in grades eight and ten, where U.S. history is the focus, the role of immigrants in the development of the history of the U.S. is emphasized for the entire year. At the high school level, foreign language teachers emphasize culture and history topics about Africa, Latin America, and Eastern Europe in their study of French, Spanish, and Russian. Certainly, the study of Latin is correlated with the study of the ancient world at the high school level. Unfortunately, teachers are rarely given common planning time across disciplines, although this would be a natural outgrowth of the braiding of the two curricular areas.

Similar efforts at curriculum "meshing" are going on with other disciplines. Through these types of connections and the interdisciplinary focus on exchange programs, students begin to see the need to apply other content in their learning of a language. They realize that if they are to be proficient speakers of the language, they must have some meaningful information to communicate with people in communities both at home and abroad.

> *I think there is a strong impact of learning a second language on learning in general. I am ashamed to say as a former Special Education teacher that I would not have thought about the impact of foreign language because my students traditionally and regrettably would not have taken a foreign language. We have several students right now who are mainstreamed into Spanish but who have substantial special education needs. One has Aspergers' syndrome, a form of autism. When he entered school he didn't talk at all. We thought perhaps he was mute. He has been taking Spanish, since the third grade, and one of the first people he ever spoke to was Ida Shea, his Spanish teacher. Today he participates actively in Spanish class.*
>
> **Patricia DaSilva**
> **Principal, Buttonball Lane School, 1995**

## Community Commitment

As important as curricular understanding and unification are both within the foreign language program and across disciplines, it is also vital to communicate to the public that these activities are occurring in the schools so that the public continues to be an advocate for language programs. We invite parents of elementary students to participate in classes during National Foreign Language Week. During these special lessons, classrooms are jammed with parents and grandparents who are delighted to see young children speaking and using the language. Additionally, all elementary school newsletters contain a weekly column on what is happening in the language classroom. Because many parents have not studied a language at the elementary grades, they are not sure what is possible, so our elementary teachers keep them apprised of classroom activities and ways of working with their children at home to use the language.

For students who are new to the district, a parent packet of material, including an audio tape, is made available so that parents can help their child enter the curriculum.

In grades six through twelve, information is provided through school newsletters and two local newspapers that serve the community. The language teachers have an annual goal of publicizing the activities that involve students.

## Parents as Advocates

As mentioned, parents are invited to Foreign Language week celebrations that draw crowds of between 500-800 people. Students from every level perform at these events so parents can see the potential progression of their child's skills throughout the grades.

Throughout the school year, parents and community members serve as representatives on curriculum studies and on the development of school policies that relate to the language program, such as a recently-adopted International Travel Policy.

Furthermore, parent orientation creates many advocates for the language program by involving parents in the preparation for exchange programs and their children's travel abroad. While their children are gone, parents learn about the cross-cultural and linguistic issues that arise in foreign travel and how they can be dealt with in a positive manner.

While it is important that our students travel abroad, it is also very important that we bring students from other countries to stay with families in Glastonbury. Annually, we host foreign exchange students, as well as students from both of our official exchange schools in the former Soviet Union and Morelia, Mexico. These host parents serve as advocates of the program long after their children have graduated from our high school.

274

## Conclusion

Certainly, the language program has been supported by the parent community over the years. However, support is neither certain nor automatic. The teachers and the curriculum director continually work to maintain a high level of community involvement. From the parent open houses to community-wide international celebrations, something is always taking place that involves students and their families.

Students also organize a number of events. After-school clubs in grades six through twelve, language contest, and immersion experiences are all partially planned by students. As the students continue to love learning languages, they convince others that it is important to study hard and do well in their language classes.

Finally, the success of the program is testimony to the outstanding program staff, who love languages themselves, and who know how learning a language can change one's life forever.

## Reference

S. Soper (Ed.). (1995). The case for foreign languages. The Glastonbury language program [entire issue]. *Perspective, Council for Basic Education 7 (2).*

---

Brown, Christine. 1995. "The Case for Foreign Languages. The Glastonbury Language Program." *Learning Languages: The Journal of the National Network for Early Language Learning*, 2, 2, 1997, (3-8), as excerpted from S. Soper, ed. 1995. *Perspective.* Washington, D.C.: Council for Basic Education 7 (2). Reprinted with permission from both sources.

# Connecticut State Department of Education

**Division of Teaching and Learning**
Abigail L. Hughes
Acting Associate Commissioner

**Bureau of Curriculum and Teacher Standards**
Raymond L. Pecheone, Chief

Mary Ann M. Hansen
Consultant in World Languages

**Editors**
Donald G. Goranson, Jr.
Marsha J. Howland

**Production**
Janet I. Montague

It is the policy of the Connecticut State Board of Education that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any program, including employment, because of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, mental retardation, and past/present history of mental disorder, learning disability and physical disability.

QUI
TRANSTULIT
SUSTINET

277